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ABSTRACT

Following a brief overview on the program and grant proposal process, this paper describes the design and implementation of the Aging and Mental Health Certification Program at Madonna College in Livonia, Michigan. The project goals (to design a program, to prepare 120 trainees, to meet community and trainee needs) and accomplishment of the goals are discussed. A description of the organizational structure of the project, including the staff, the role of the gerontology advisory committee, and the field placement agencies (e.g., mental health agencies, nursing homes, senior centers, and foster homes) is presented. The curriculum is discussed in detail, including descriptions of the 30 hours of required coursework and the 200 hours of required field experiences. The specific objectives of the field experiences, the cooperating agencies, the nature and process of supervision, and the impact of the project on community needs are all discussed. Workshops and lectures beyond the required curriculum are described. An account of the recruitment and selection of program trainees is presented along with relevant demographic data, and an evaluation of the program is given in which methodology and results are presented in relation to the four main goals of the program. Conclusions, recommendations, and a discussion of future plans for continuation and dissemination complete the program description. Numerous appendices are included. (BL)

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AGING AND MENTAL HEALTH CERTIFICATE PROGRAM

FINAL REPORT
1979 - 1983

Project Staff

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CG 017476

MADONNA COLLEGE
36600 Schoolcraft Road
Livonia, Michigan 48150

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Marianne S. Glazek, Ph.D.
Project Director

PROGRAM OVERVIEW

The overall purpose of the program in Aging and Mental Health was to prepare individuals for work with older adults in helping them to maintain their mental well-being. This thirty-semester-hour training program was developed as a model with a focus on prevention and presents aging as the last stage of the normal life cycle. The trainees were provided with background on the psychological, physiological, and sociological factors that may cause mental disorders. Mental Health was viewed as the successful adjustment to the stresses and losses which are often associated with the aging process. Consequently, an interdisciplinary teaching approach was considered appropriate. The community model which emphasizes prevention of mental illness caused by environmental factors was used instead of the medical model which provides psychiatric services to the mentally ill. The program had impact on the students by increasing their skill levels and self-confidence, while improving the mental health status of the elderly.

BACKGROUND STATEMENT

RATIONALE FOR TRAINING PROJECT

Mental Health Focus

The need for mental health services extends across the entire population and is well documented in the literature. In 1977, the President's Commission on Mental Health estimated that 15% of the American public, excluding the mentally retarded, are in need of some degree of professional mental health care. Older adults comprise approximately 11% of the "American public" and as such, can be expected to be represented proportionately among the needs within the general population. However, the Chartbook on Aging in America generated by the 1981 White House Conference on Aging indicates that a minimum 15%-25% of the U.S. population age 65 and over exhibit significant symptoms of mental illness.[1] Other estimates indicate that 85% of those over age 65 are experiencing problems in daily living and would benefit from mental health services.[2] Regardless of the criteria by which we determine their mental health status, older adults have a significant need for mental health services.

It is clear that the older adult population is under-utilizing mental health services. A comparison of the most conservative number of older adults who need mental health services with that of those who actually receive these services indicates a major discrepancy. Only 5% of the total admissions to mental health services are persons 65 years and older.[3] Those with a significant need for mental health services are getting the least amount of help.

Paraprofessional Focus

Among the various approaches to addressing the urgent need for increased delivery of mental health services to older adults is the training and utilization of paraprofessional personnel. The significant contributions of the paraprofessional in providing needed mental health support services have been recognized and funded by the National Institute of Mental Health since the early 1960's. The overwhelming success of paraprofessionals in achieving the desired outcomes with mental health clients has been documented, reviewed, and summarized by Alan Gartner. While the data as to the causal explanations for their success is inconclusive, Gartner suggests the following factors account for the effectiveness of mental health paraprofessionals. Compared to the professional, the paraprofessional has:

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[1] Compiled by Carole Allan and Herman Brotman, Chartbook on Aging in America: The 1981 White House Conference on Aging, p.90.

[2] Jack Botwinick, We Are Aging (New York: Spring Publishing Co., 1981), p.89.

[3] Chartbook, p.90

- The increased ability to enter the milieu of the distressed
- The ability to establish peer-like relationships with the needy
- The ability to take an active part in the clients' total life situation
- The ability to empathize more fully with the clients' style of life
- The ability to teach the clients more successful actions from within the clients' frame of reference
- The ability to provide clients with a more effective transition to more effective levels of functioning within the social system[4]

Needs Assessment

The following Needs Assessment was conducted prior to the decision to submit the proposal:

1. Surveyed literature to review paraprofessional training in mental health and gerontology
2. Studied national trend of service delivery systems
3. Reviewed demographic data and surveys on concentration of elderly and elderly minority groups in Southeastern Michigan
4. Documented mental health needs of older adults in Southeastern Michigan
5. Mailed questionnaires to cooperating mental health agencies and to members of the Gerontology Advisory Committee to assess local training needs in aging and mental health

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[4] Gartner, Alan. The effectiveness of paraprofessionals in service delivery. In S. Alley, J. Blanton and R. Feldman (Eds.), Paraprofessionals in Mental Health. New York: Human Sciences Press, 1979, p.122.

DECISION TO SUBMIT A GRANT PROPOSAL

Need for Training in Michigan

The need for delivery of mental health services became especially critical in Michigan because of the projected growth of the older population. According to the demographic data published by the Michigan Office of Services to the Aging in 1974, 15% of the total State population or 1.5 million persons, will be 60 years old and older by 1990. Applying the national average, 15% of them or approximately 225,000 individuals, will be in need of some form of mental health support in the future. Over half of Michigan's elderly population, with the greatest concentration of minority and poor, live in Detroit and Southeastern Michigan. Madonna College is located in this area. The Administration of Madonna College submitted an application to the National Institute of Mental Health for support to train paraprofessionals who would then be able to address the physical, social, and psychological needs of the elderly. The program was to address the National Institute of Mental Health priority area of serving the underserved and unserved.

Description of the Primary Training Facility

Madonna College was to be the primary training facility, with the field placement sites delivering the secondary training. Madonna College is a private, Catholic, four-year liberal arts college and has been an advocate of equal education opportunity regardless of age, race, or national origin. Its curriculum is designed to be flexible and to serve the special needs of traditional, as well as non-traditional, students. The career ladder approach gives the student the opportunity to choose a one-year certificate program, a two-year associate program, or a four-year baccalaureate program. In 1982, a new graduate program, Master of Science in Administration, was introduced which offers much needed education in human service administration to the gerontology graduate.

Madonna College has been an integral part of the Detroit metropolitan community in which it operates. The relationship between the College and the greater community is based upon mutual benefits. On the one hand, the students of the College utilize the rich resources of Southeastern Michigan to achieve their educational goals, while on the other hand, the community benefits from the skills and expertise the College has to offer. The Gerontology Department at Madonna College has been part of an indirect support network for the professionals serving the area elderly and thus, became the logical choice for the initiation of an Aging and Mental Health paraprofessional program.

The gerontology curriculum at Madonna College has evolved into a comprehensive program which compliments and enhances services offered by the various agencies and organizations outside the College. The Gerontology Department has a long history of working with Federal, State, and local agencies and has grown extensively since its beginning in 1969.

The Gerontology Department employs a competent staff who represent a broad range of both academic and practical knowledge, thus, serving the needs of a diverse student body. By policy and practice, the College has increased each year its in-kind match of the Federal/State government contributions and effected the total transfer of program costs to the operational fund of the College by the end of the funding period.

Planning Process and Submission of Application

In October 1973, Sister Colleen Morris, Chairperson of the Gerontology Department, submitted the application for a Special Training Program for Community Persons. She had conducted an assessment to verify the need for increased numbers of mental health workers to serve older adults in Southeastern Michigan. Early in the planning process, the top and middle level administrators of the College became involved. It was recognized that service to the elderly had to encompass the entire range of human needs. Therefore, the training program was to draw upon resources within the College as well as the surrounding community. It was considered essential to include training for communicating with the hearing-impaired as well as the blind elderly. Thus, the program development team included the Director from the Madonna College Interpretation for Total Communication (now Sign Language Studies/Interpreting) and the Supervisor of Teaching from the Greater Detroit Society of the Blind. The following chart reflects the diversity of the Development and Program Planning Team:

DEVELOPMENT TEAM FOR
FOR AGING AND MENTAL HEALTH PROJECT

Institutional Input

- Project Director
- Instructor/Field Supervisor
- Gerontology Faculty
- President
- Academic Dean
- Vice-President for Development
- Faculty, Psychology, Interpretation for Total Communication
- Business Manager
- Librarian
- Career Resource Center
- Special Student Support Services

Community Input

- Gerontology Department Advisory Committee Members
- Area Agencies on Aging
- State Office on Aging
- Service Agencies
- Placement Site Supervisors
- Gerontology Alumnae
- Senior Adults
- Community Mental Health Centers
- Greater Detroit Society of the Blind, Supervisor of Teaching

Especially valuable to the planning process was the input by the Madonna College Gerontology Advisory Committee, the community representatives, and the cooperating agencies (secondary training sites). They represented the population which was to benefit from the program, and wrote supporting letters which were enclosed in the application for the grant.

On January 24, 1979, a National Institute of Mental Health team, including George White, Savier Saeng, and Leonard Granick, made an on-site visit to review the proposed program. The Project Director, Sister Colleen Morris, planned the day-long agenda and provided the Paraprofessional Education Review Committee Team with indepth information on the proposed training program. At the conclusion of the visit, the Review Team requested additional information on the following issues:

- Difference between the human services and the mental health aspects of the program
- Strategy for addressing the mental health problems of elderly minorities (Black, Spanish, deaf, etc.)
- Proposal for pre-budgeting to continue the project beyond the period of Federal support
- Articulation of a plan for including more males in the program
- Description of the role of the Gerontology Advisory Committee
- Plans for training deaf and blind, or near blind, people to serve the aged and mentally ill

The addendum addressing these issues was submitted on February 7, 1979. The program was approved and funded for four years from July 1979 through June 1983.

PROJECT DESIGN AND IMPLEMENTATION

PROJECT GOALS AND ACCOMPLISHMENTS

The Madonna College Paraprofessional Training Program focused on the National Institute of Mental Health (NIMH) priority related to "educating/training personnel to provide mental health services to underserved or unserved...population." The need for this project was well documented by a 1974 study of the Michigan Office of Services to the Aging which found that the elderly were underserved by mental health agencies and other social service agencies. The program trained paraprofessionals to assist mental health and other service agency personnel to better serve the elderly.

Goals and Objectives

The grant program was designed to provide paraprofessionals with 30 semester hours of training over a two-year period which would lead to a Certificate in Aging and Mental Health. Skills and knowledge acquired by program trainees were interdisciplinary and competency-based. The following four goals, with specific objectives, articulate the purpose of the Aging and Mental Health Certificate Program:

GOAL 1. Design a thirty-semester-hour certificate program in Aging and Mental Health.

Objective 1. Identify competencies for paraprofessionals in mental health and adapt these competencies to work with older adults.

Objective 2. Formulate specific course content which includes current data and developments in the field of gerontology and mental health.

Objective 3. Structure a curriculum in aging and mental health to be completed by the trainee within a two-year period.

Objective 4. Design evaluation forms in order to conduct on-going assessments of the training process.

GOAL 2. Prepare 120 trainees to receive the Paraprofessional Certificate in Aging and Mental Health.

Objective 1. Recruit, screen, enroll, and retain 120 trainees, with special emphasis on minority and handicapped trainees.

Objective 2. Provide partial financial assistance to trainees.

Objective 3. Provide academic counseling and assistance to 120 trainees.

Objective 4. Provide on-going evaluation/feedback of trainees' knowledge of aging and mental health.

GOAL 3. Contribute to meeting the mental health needs of older adults within an agency framework in community-based field experiences.

Objective 1. Provide each trainee with a minimum of 200 hours of positive interaction with older adults.

Objective 2. Monitor the appropriateness of the field experience and the trainee's achievement competencies through an evaluation process involving the school and the agency.

GOAL 4. Assist the trainees in obtaining their goals.

Objective 1. Assess the academic, professional, and personal growth goals of each trainee.

Objective 2. Counsel each trainee in identifying and executing realistic steps to achieving their goals.

Objective 3. Provide on-going support services to the trainees as needed.

Summary of Accomplishment of Goals

The following accomplishments and outcomes of the Program directly affected the delivery of mental health services to aged persons within Southeastern Michigan:

GOAL 1: - 1. Competencies for paraprofessionals in mental health were identified and translated into performance objectives for 30 semester hours of coursework.

2. A curriculum in aging and mental health was designed, developed, and incorporated into the gerontology curriculum.

3. Evaluation forms were designed and utilized in an ongoing assessment of the training process.

4. The development of a short-term training program allowed the trainees to work part time, or even full time, and attend classes according to individual schedules.

GOAL 2: - 1. One-hundred and thirty (130) community persons, either employed or seeking employment, in the field of aging and mental health had the opportunity to become skilled mental health practitioners.

2. Financial assistance in the form of tuition stipends made it possible for these community persons to enter the program.

3. Minority students and those physically handicapped became skilled practitioners and were able to go out into their own communities and provide service to minority and handicapped elderly.

GOAL 3: - 1. Each trainee contributed a minimum of 200 clock hours in direct service to older adults.

2. A variety of field placements provided an opportunity for each participant to combine theory and practice in mental health services. Students selected field placements in consultation with the program field supervisor which was most beneficial to their career and personal goals.

3. The trainee learned to become an advocate for older adults, including those who are hearing impaired and may demonstrate some form of mental ill health because of their physical handicap.

GOAL 4: - 1. A certificate was awarded each trainee upon successful completion of the program.

2. The opportunity to set and accomplish educational goals created new self-awareness, increased self-confidence, and improved self-concept of the trainees.

3. The personal and professional growth of the trainees resulted in a multiplier effect in the community, i.e., their families, friends, relatives, social organizations, volunteer groups, other students, and on-the-job co-workers.

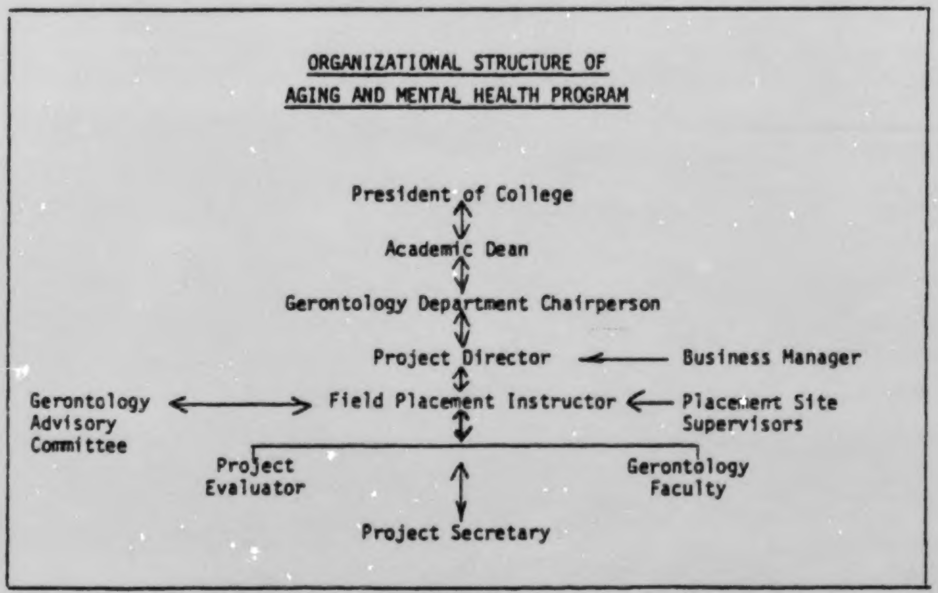
4. The link between Madonna College and the surrounding communities in Southeastern Michigan was strengthened as a result of this program.

5. Program evaluation and follow-up study of trainees determined:
    a. the effectiveness of short-term training for community persons
    b. employment opportunities for trainees
    c. services provided as a result of the program
    d. application of training (formal/informal settings, centers, agencies/family, friends, neighbors, volunteer groups)
    e. the quality of the community linkages between the College and community-based Mental Health and Gerontological Centers

6. Material was disseminated about information and experience gained from the project to other institutions.

ORGANIZATIONAL STRUCTURE OF THE PROJECT

After the planning and developmental process was completed, an organizational structure evolved. The structure reflected the supervisory and reporting procedures of the project as follows:


ORGANIZATIONAL STRUCTURE OF
AGING AND MENTAL HEALTH PROGRAM

PROJECT STAFF

A unique feature of the Paraprofessional Training Program was its heterogeneous student body. The trainees represented a wide age range, as well as a diversity of their educational and experiential backgrounds. Some had several years of practical experience working with older people. The challenge for the teaching staff was to help the students integrate practical experience with the theory learned in the classroom. As most of the students were older, non-traditional students, the teaching method had to be flexible, adapted to the requirements of each individual trainee. For this reason, it was essential that the project staff represent a broad range of academic and practical knowledge of the subject matter, as well as expertise in teaching the adult learner.

All of the project staff have direct life experience in working with older adults, as well as advanced degrees in gerontology. The Gerontology Department staff maintained close relationships with the community by serving on various committees and advisory boards, e.g., the Advisory Committees of the Area Agency on Aging Out-Wayne County and Southeastern Michigan), the Michigan White House Conference on Aging, Detroit-Wayne County Community Mental Health Board, American Red Cross Education Committee, Schoolcraft College Community Services, Michigan Association of the Elderly Hearing Impaired, and Detroit-Wayne County Community Mental Health Board's Nursing Home Committee. The Chairperson of the Gerontology Department served as a State Aging Commissioner. Affiliation with these agencies was important for the success of the program. It served several purposes: aided in recruitment, provided feedback on the effectiveness of the program, and was a vehicle for dissemination of information on the program.

The project staff held memberships in national and local organizations associated with aging and with mental health. Several papers were presented, presentations were made, and training packages developed. (Appendix I presents a list of the faculty and training staff covering the four years of the project.)

In their effort to update their knowledge and teaching skills, the project staff participated in numerous workshops and seminars. Madonna College received a Title III, Faculty Development Grant and presented a number of workshops as follows:

FACULTY DEVELOPMENT WORKSHOPS AT MADONNA COLLEGE

Multicultural Education
Helping the Under-Prepared Student
Gaming (Simulation)
Quality Assurance
Holistic Essay Scoring
Alcohol Abuse
Consultative Service in Test Re-Writing
The Learning Contract - Tool for Integrating
  Cooperative Work Experiences and Academics
Adult Learning Styles
Planning for Evaluation

ROLE OF THE GERONTOLOGY ADVISORY COMMITTEE

The Gerontology Advisory Committee had an important function throughout the project. The members were selected on the basis of their ability to furnish expert advice as the project proceeded from implementation to completion. The Committee represented the community and the agencies serving the community. While the focus was on mental health, the composition of the Committee reflected the diversity of the greater Detroit area as to economics, national origin, and race (Appendix II).

The role of the Gerontology Advisory Committee, which meets three times each school year, evolved throughout the project and included the following tasks:

- Assessment of the community needs
- Substantial input during development of program
- Recruitment of trainees
- Advisement of staff as to methods of retaining minority and disabled trainees
- Dissemination of program information
- Feedback on effectiveness of program
- Advisement on the integration of the program into the Gerontology curriculum
- Assessment of future needs in the field of Gerontology

During the final year of the program four sub-committees of the Advisory Committee were formed to assist with the incorporation of the paraprofessional project into the gerontology program and make it a permanent feature of the Department. The sub-committees were:

1. Long Range Planning
2. Training and Continuing Education
3. Recruitment and Publicity
4. Curriculum

DESCRIPTION OF FIELD PLACEMENT AGENCIES

The field placement sites are of primary importance for the success of the program. The Field Placement and Seminar course was mandatory for all Aging and Mental Health trainees. The link between Madonna College and the surrounding communities in Detroit-Southeastern Michigan has been strengthened through the placement of the trainees in community agencies. The agencies were competing for Madonna College trainees, as the students performed their duties in a professional and knowledgeable manner. Besides providing placement sites, the administrators of the agencies were members of the Gerontology Advisory Committee and thus contributed to the success of the program. The placement sites have varied functions, i.e., Community Mental Health Agencies, Nursing Homes, Senior Centers, Senior Housing Complexes, Foster Care Homes, etc. A more detailed discussion of the field placement sites will be included in the "Curriculum" section of this report.

CURRICULUM

The thirty-semester-hour certificate program was specifically designed for students who desire to attend school on a part-time basis because they may work or have other obligations. The training was scheduled to be completed over a two-year period, but students could choose to finish within a year and a half. Financial support was available for three groups of students for a two-year period starting in 1979 through 1981. The program was flexible and allowed for changes and alternatives to the course sequence after the Introduction to Gerontology (GER 107) course was completed. The new courses introduced through this Project were approved by the Madonna College Curriculum and Educational Policy Committee and were included in the 1982-84 College Bulletin.

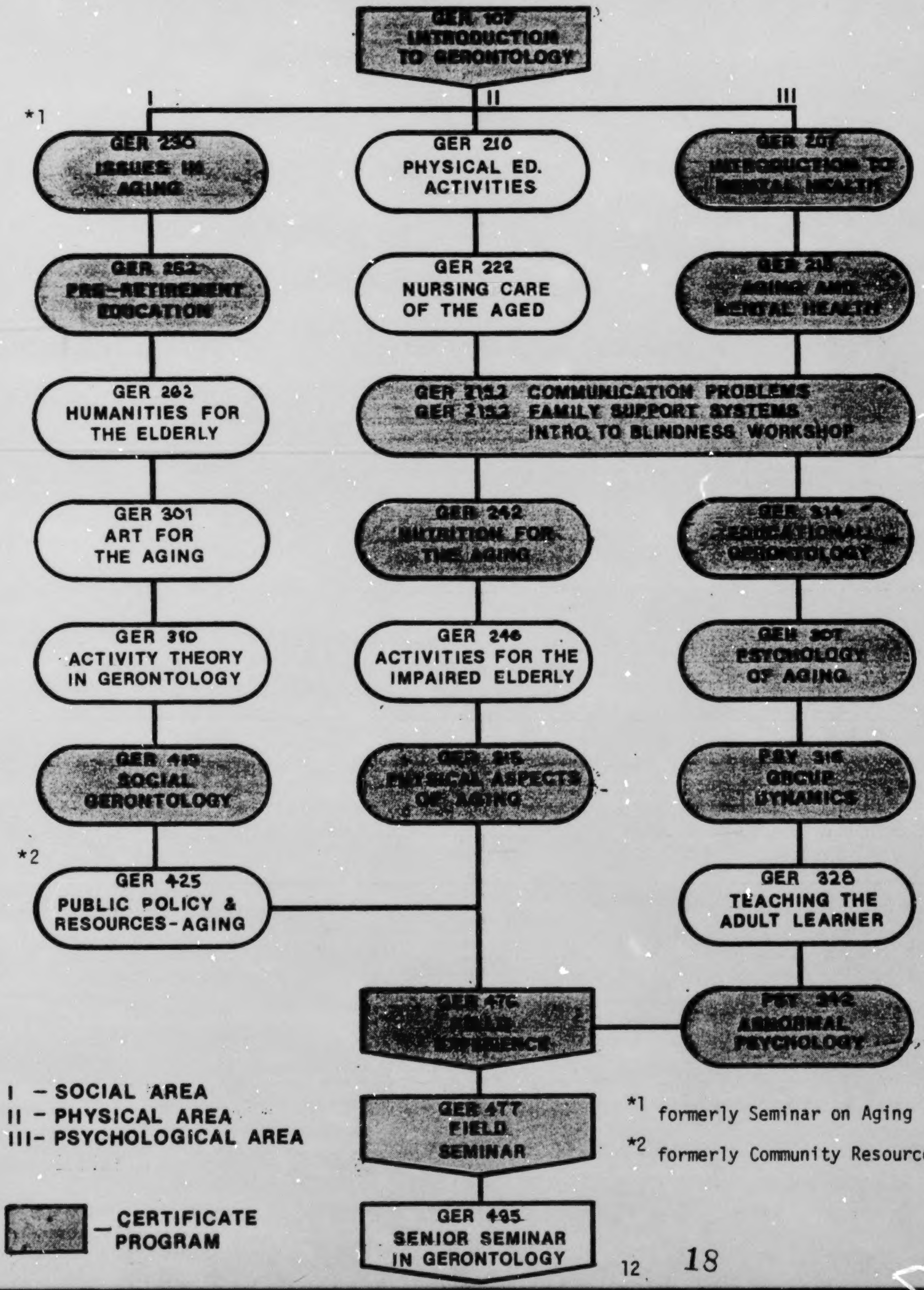
DESCRIPTION OF COURSEWORK

In developing the curriculum to train paraprofessionals in aging and mental health, the faculty focused on those competencies which were demonstrated to be most effective in working with older adults:

- the ability to enter the milieu of the older person and establish a relationship
- the ability to empathize with the older person's life style and situation
- the ability to help develop successful coping strategies from within the client's frame of reference

These competencies were translated directly into specific course objectives which ensured that every trainee acquired factual information, as well as practical experience. The content of each course was coordinated with teaching strategies appropriate for the non-traditional student. As most of the students were adult learners preparing to work with and educate older people, the project staff emphasized the importance of the continuity of means and ends. This resulted in a dynamic conception of the content of each course. The significance of the subject matter did not consist solely in what was presented, but in the manner in which it was presented by the teacher and received by the student. The instructors provided a setting conducive to learning, and classroom time was structured to allow enough time for the exchange of ideas and experiences.

The sequence of courses was arranged in a continuum of increasing complexity, moving from In-roduction to Gerontology, a survey course presenting factual information, to Psychology of Aging and Social Gerontology which require the ability to analyze research data and examine conflicting views. The sequence culminated in a 200-hour field placement (Field Experience and Seminar) in a community setting which gave the trainee the opportunity to translate theories and concepts into practical experience. Aging and Mental Health courses were integrated into the gerontology curriculum which consists of three main areas according to the focus of the course content: Social, Physical, and Psychological Areas (see Flow Chart and Curriculum on pages 12 and 13). This type of curriculum encouraged the trainee to enter the program at a comfortable academic level and proceed at his/her own pace until the achievement of the certificate. At each level, the trainee was counseled in terms of personal and professional goals and evaluated as to his/her academic performance.



*1 formerly Seminar on Aging

*2 formerly Community Resources

AGING AND MENTAL HEALTH CURRICULUM

REQUIRED COURSES
YEAR I OF PROGRAM

GER 107
Introduction to Gerontology
Overview of Gerontology; a brief description of biological, psychological, and social changes the elderly may experience.

GER 207
Introduction to Mental Health
An introduction to the field of mental health practice. Topics covered will include: historical development of mental health; network of services; trends in aging and mental health.

GER 215
Aging and Mental Health
Study of preventive measures for a positive approach to mental health exploration of the emotional, physical and environmental factors which may cause mental illness in the later years.

GER 242
Nutrition for the Aging
Practical problems of meeting nutritional needs of older adults considering economical, physical and psychological changes that occur with age. Study of agencies and programs concerned with meal delivery systems for the elderly.

- OR -

GER 252
Pre-Retirement Education
Study of the implications of retirement for the older adult; topics covered include: housing, transportation, health and safety, legal affairs, income, and meaningful use of leisure time.

GER 307
Psychology of Aging
Overview of psychology of aging; study of personality; adjustments common in process of aging; examination of cognitive and emotional developments as a function of aging.

WORKSHOPS

GER 219.2
Communication Problems of the Older American
A practical and theoretical examination of the communication impairments associated with aging.

GER 219.3
Family Support Systems
This course will provide an opportunity to explore a network of support systems in the context of family relationships.

REQUIRED COURSES
YEAR II OF PROGRAM

GER 476, 477 6 Semester Hours
Field Experience & Seminar
Professionally supervised practical experience with organizations providing services to the elderly. Selected Reading and case studies complement lecture and group discussions.

PSY 316 4 Semester Hours
Group Dynamics & Discussion Techniques
Forms and methods of group discussion to develop proficiency in communication and leadership.

- OR -

PSY 342 4 Semester Hours
Abnormal Psychology
Nature of abnormal and deviant behavior and its underlying dynamics; systematic study of modern concepts of diagnosis, understanding, treatment and prevention of abnormal behavior patterns. Emphasis on normal behavior development as delineated by psychopathology.

ELECTIVE COURSES

GER 225 4 Semester Hours
Community Resources
Analysis of service delivery systems to elderly within communities and an examination of current and potential resources and programs.

GER 230 4 Semester Hours
Seminar on Aging
Lectures by practitioners in field of Gerontology on such topics as: physiology, psychology and sociology of aging; nutritional, spiritual, physical, and mental health of the elderly; income status; death and dying; and social service programs.

GER 314 4 Semester Hours
Educational Gerontology
Focus on potential of the aged; exploring attitudes and stereotypes regarding learning potential of the older adult; emphasis on need for educating persons of all ages about process of aging.

GER 315 4 Semester Hours
Physical Aspects of Aging
Study of physiology of aging with special emphasis on chronic illness among the elderly and major causes of death.

GER 415 4 Semester Hours
Social Gerontology
Introduction of demographic, cultural, economic, psychological, and political aspects of growing old; discussion of impact of aging upon individual and society; awareness of socio-economic problems of the elderly.

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Several new components were incorporated into the Introduction to Gerontology, Psychology of Aging, and Social Gerontology courses. The new components served to increase the students' awareness of problems related to special groups in our society, those of the ethnic aged, older women, and the disabled and handicapped. Metropolitan Detroit is the home of a variety of ethnic and cultural groups and presents an excellent opportunity for the study of different cultures and their attitudes towards aging.

Two common age-related sensory losses, hearing and vision, received special attention. The trainees learned about hearing problems in a course entitled, Communication Problems of the Older American, and about vision losses in an all-day experiential workshop which was conducted by the Greater Detroit Society for the Blind.

The course of study remained the same during the four years, but the course outlines were flexible enough to accommodate new topics as the need arose. As the economic climate in Michigan changed during this period, knowledge about public policy and new methods of funding became more important and were incorporated into the courses.

DESCRIPTION OF FIELD EXPERIENCES

Rationale for Field Experience in Aging and Mental Health

Each trainee in the Aging and Mental Health Project was required to complete a minimum of 200 clock hours of practicum in a community-based mental health agency. This requirement was in addition to, and built upon, the various "experiential" assignments completed throughout the aging and mental health curriculum. While working in their field placement, the trainees attended a two-hour seminar on campus every other week conducted by the field placement supervisor. This provided the opportunity for the trainees to discuss their experiences, examine other practical problems and exchange ideas. Throughout the entire practicum, the trainee was required to keep a journal of his/her activities, the insights gained, and reflections on the whole field experience. Participation in the Field Experience (GER 476) and the Field Seminar (GER 477) provided each trainee with the opportunity to:

- Acquire experience in applying theory to actual practice
- Gain insights to perspectives other than those presented in class
- See practical aspects in use, i.e., "methodology that works"
- Identify transfer skills for career development/career changes
- Identify employment potential in the community
- Make valuable contacts with local professionals in aging and mental health
- Accumulate valuable experience for immediate application in a job search, promotion, or career change

Specific Objectives for Field Experience in Aging and Mental Health

At the conclusion of the Field Experience and Field Seminar, the trainees were able to:

1. Demonstrate the ability to apply general principles and theories in aging and mental health to the practice of preventing mental illness by:
   a. Identifying with the senior adult his/her immediate and long-term needs
   b. Developing with the senior adult realistic goals
   c. Outlining with the senior adult a specific course of action to follow in an attempt to meet his/her needs on an immediate and long-term basis
   d. Locating and making available to the senior adult appropriate resources in order to follow the outlined course of action for fulfilling his/her needs
   e. Assisting and/or supporting the senior adult in taking the appropriate steps to meet his/her needs
   f. Conducting the necessary follow-up inquiries to determine the extent to which the senior adult's needs were in fact met
2. Demonstrate a readiness for employment in the field of aging and mental health by:
   a. Establishing positive and objective working relationships with senior adults
   b. Performing necessary supportive services to the target population that comply with the agency requirements
   c. Exercising the necessary self-discipline to adhere to the policies and work within the framework of the agency
   d. Contributing to the overall effectiveness of the agency by conducting him/herself in a mature and professional manner

Cooperating Agencies

Field placement sites were carefully screened in terms of offering experiences appropriate to the aging and mental health goals and curriculum, providing proper supervision by qualified personnel and allowing a variety of opportunities for the trainee to apply his/her skills and experience. (See Appendix III & IV.) "Task Analysis in Development of Placements." Over 95 agencies participated in the Aging and Mental Health Program as secondary training sites and became an integral part of the total training process.

The cooperating agencies providing trainees with experience in a mental health setting were of eight major types, each emphasizing prevention of mental illness among the elderly. The types of agencies and the number of trainees utilizing them are listed below. The majority of the trainees worked with well elderly in helping them to maintain their mental health.

Type of Agency	No. Students	(%)
Senior Adult Activity Centers	29	21%
Counseling/Mental Health Agency	23	17%
Community Support Services	23	17%
Nursing Homes	22	16%
Homes for Aged	11	8%
Senior Adult Housing	10	7%
Adult Foster Care	4	3%
Adult Day Care	3	2%
Miscellaneous	12	9%

The experiences gained by the trainees during their practicum ranged from contact with older adults on a one-to-one basis to organizing and conducting group activities. All of the trainees reported having experiences in information and referral, direct counseling, advocating for senior adults, and teaching self-help techniques. The elderly clients served were primarily outside an institutional setting and seeking assistance with managing the activities of daily living. Trainees were able to assist these older persons by helping them to address some of the changes and problems which contribute to the breakdown of mental well-being.

Nature and Process of Field Placement Supervision

The supervision of the trainee during the field experience was conducted directly by the agency personnel and the field placement instructor/supervisor. See Exhibits III & IV, "Task Analysis in Monitoring Students.") Each placement site was visited and each trainee was observed twice by the field placement supervisor. Daily monitoring of the trainee was accomplished by the designated agency personnel. Throughout the 200 hour practicum, the agency supervisor and the field placement supervisor remained in close contact to assure a positive and realistic field experience for the trainee. Modifications were made as needed. Both supervisors evaluated the trainee's competencies at the conclusion of the practicum. (See "D" Evaluation Forms in Appendix IX.)

Impact of Aging and Mental Health Field Experience

As a result of the field experience, trainees gained valuable and practical experience for career development and career modifications. The cooperating agency received a minimum of 200 additional man hours in direct service to their clients. The agency was able to serve more clients and/or serve current clients better due to trainee participation. Additionally, the placement site personnel had the opportunity to receive input from the academic perspective, as well as provide input for effective training procedures. The Aging and Mental Health Project received direct and valuable feedback on the effectiveness of the training program. Modifications were made as needed. Madonna College, as a whole, gained further opportunity for community involvement with older adults in need.

ACTIVITIES RELATED TO COURSEWORK

In addition to the required curriculum, the trainees had the opportunity to attend workshops and lectures which were periodically held at Madonna College. Most of these educational events were offered free of charge to the community.

Several community service workshops co-sponsored by the local Area Agencies on Aging and Madonna College addressed practical gerontological topics such as Health, Programs in Nursing Homes, Housing, Nutrition, Economics, Administration, Drug and Alcohol Abuse, and Organic Brain Disorders. (See Appendix V.) These workshops proved to be useful sources of information for the trainees, as well as excellent opportunities to interact with personnel working with the aged, with community leaders, older adults, and with families of older adults. Thus, the students gained insight into the practical applications of theories on aging and the mechanics of starting and running a program. One of the trainees organized an all-day Communication Fair for the elderly in October, 1981 which was attended by approximately 350 people. Another student coordinated workshops for the 1980 Michigan Society of Gerontology Conference which was on the White House Conference on Aging.

Since the Fall of 1979, the Gerontology Department has been sponsoring a lectureship series. Aging and Mental Health trainees and interested community members had the opportunity to hear noted gerontologists from various parts of the country address topics concerning aging. (See Appendix VI.)

Madonna College Gerontology Association

The Madonna College Gerontology Association has been very active during the four-year period of the project. For three years, the president of the Association was an Aging and Mental Health trainee. The Association had several important functions:

- Support incoming students
- Facilitate networking among students and graduates who are working in the field
- Provide and update information on important issues (presentations at monthly meetings and yearly workshops)
- Provide information on employment opportunities
- Support community effort to help the needy aged (Christmas party for underserved aged, food collection drive for Focus Hope, volunteer support at Hospice of Southeastern Michigan)
- Help with weekend workshops, provide lunch and refreshments to raise money for food drive, etc.

Many of the trainees were members of the Association and became involved in several of the projects.

Community Offerings - Strengthening Ties

The project staff actively pursued the establishment of strong community involvement. Madonna College cooperated with the Michigan Office of Services to the Aging and the Area Agencies on Aging in the areas of training, resources, program development and consultation. The staff also worked on projects, field placements, and presentations with the Detroit/Wayne County Community Mental Health Board's Nursing Home Committee, the Mental Health Association of Michigan, and several Community Mental Health Agencies which provide direct patient care. The project staff had a special luncheon meeting in 1981 for community mental health service providers and invited their comments and recommendations.

Periodic contacts with the field placement supervisors ensured the successful collaboration between the College and private and public organizations within the State. The different workshops and lectures brought many community people into Madonna College, and on a few occasions, the staff went into the community to offer training sessions.

TRAINEES

The annual goal of the program was the recruitment of forty trainees for three consecutive years. During the three recruitment years, the number of students entering the program has been in excess of the forty stipends allocated under the NIMH grant. Madonna College has shown its commitment to the program financially by providing stipends to approximately twenty additional trainees in each of the three groups. The trainees have been recruited in three groups in each of the following years - Group A, 1979; Group B, 1980, and Group C, 1981. The training sequence was designed for a duration of two years. In this way, the group that began in 1979 (Group A) would complete the certificate program in the Summer of 1981; the group of 1980 (Group B), in the Summer of 1982; the group of 1981 (Group C), in the Summer of 1983.

TARGET POPULATION

The trainees were individuals who were either employed, or seeking employment, in the field of aging and mental health. As anticipated, they were displaced homemakers, older adults, and second-career re-entry students. A special effort was made to attract minorities (Black and Latinos), as well as disabled persons to prepare them for work in their own communities. It was felt that a Black or a Latino student would have understanding of sub-culture differences and would be able to help the older person in overcoming the "double jeopardy" of being old and belonging to a minority group.

RECRUITMENT

The following methods were used for program recruitment:

- Letters and follow-up phone calls were made to local, State, and regional aging agencies, organizations and other colleges.
- The mass media were sent press releases; also, major newspapers, as well as local and parish papers, church bulletins.
- Spot announcements were made on radio and television.
- The Madonna College Gerontology Advisory Committee was asked to support the program.

- Special interest groups and government agencies were contacted.

Minority Recruitment: A variety of methods were used to recruit minorities:

- Agencies and organizations who had direct and indirect contact with minorities were called.
- Community centers were visited and presentations made.
- Churches with high concentration of minorities were contacted.
- Presentations were made to minority groups.

Selection: The criteria used for student selection and participation in the program was as follows:

- Completion of high school or G.E.D. equivalent
- Previous volunteer and work experience with the elderly
- Commitment to the program
- Interest in gerontology as a career

The students were selected after being interviewed by the Director or the Field Placement Instructor and, if selected, were asked to fill out an application for admission to the program and a tuition stipend form (Appendix VII). Each student was assigned to a counselor who advised the individual prior to each semester of school.

Each Fall, all new students were invited to a social hour and orientation meeting. They were given Forms A (Demographic Data) and B (Cognitive Test) to fill out. The following information was presented at the meetings: (See Appendix VIII.)

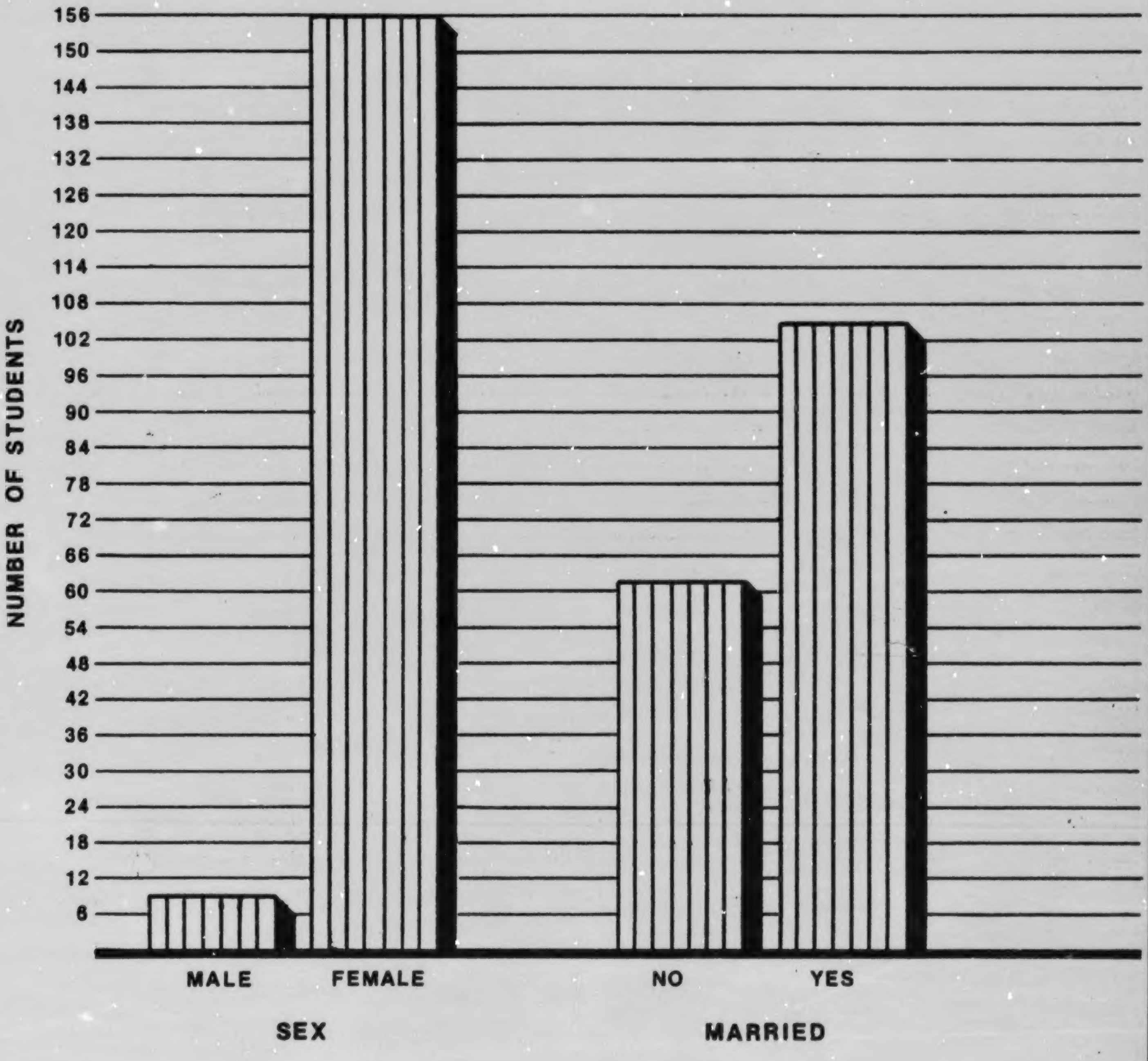
- Philosophy of the Aging and Mental Health Training Program
- Additional sources of financial aid
- Evaluation process in which they will be participating
- Support services available to them: Career Resource Center (CRC), the Madonna Academic Performance Program (MAPP), Support Services for Impaired Students, Special counseling services

The support services at Madonna College were especially valuable for paraprofessionals who desired a career change or planned to enter the work force for the first time. The Career Resource Center provided career counseling, sponsored workshops on career planning and decision making and employability skills. The Madonna Academic Performance Program provided supportive services for students who were weak or deficient in the basic skills area. The tutoring sessions were either individualized or conducted in small groups under staff supervision at the fully equipped Center for Personalized Instruction (CIP).

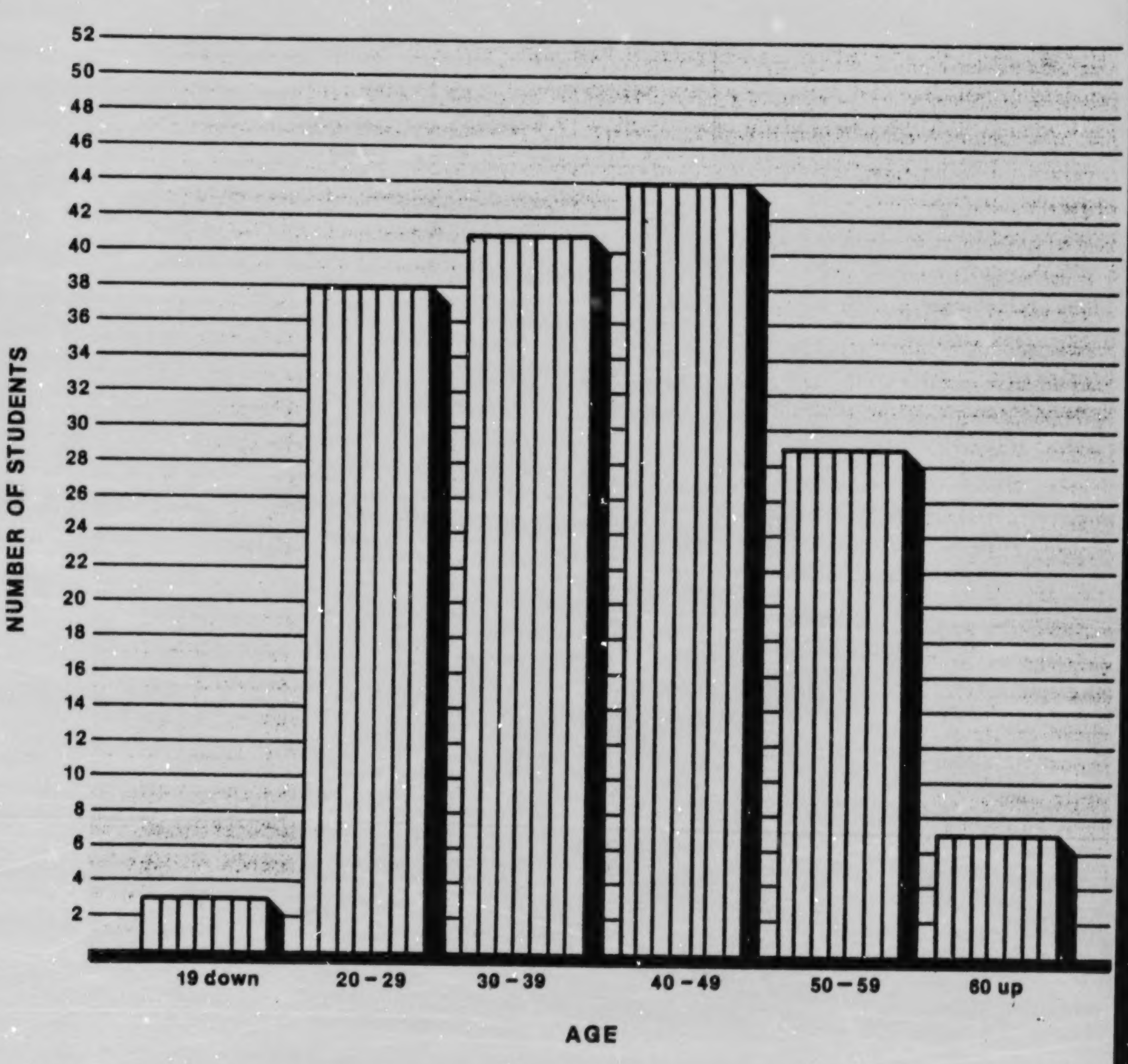
DEMOGRAPHIC DATA

The following charts provide information on the background of the students. The data was compiled from Form A which was completed by the students upon entry to the program.

MARITAL STATUS AND GENDER



AGE AT ENTRY


NUMBER OF STUDENTS
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50
48
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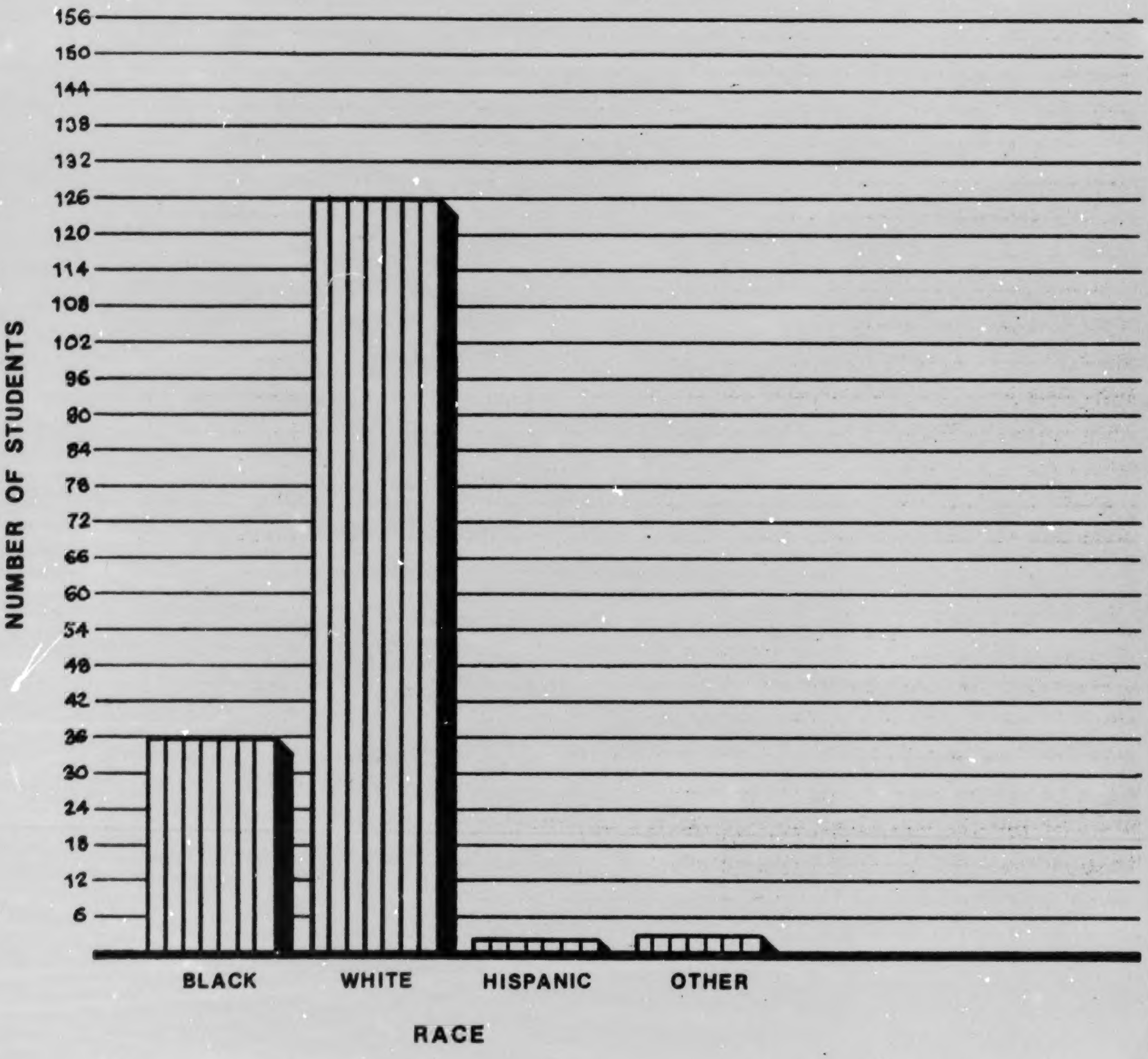
50 – 59
60 up
AGE

BACKGROUND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102
96
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84
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72
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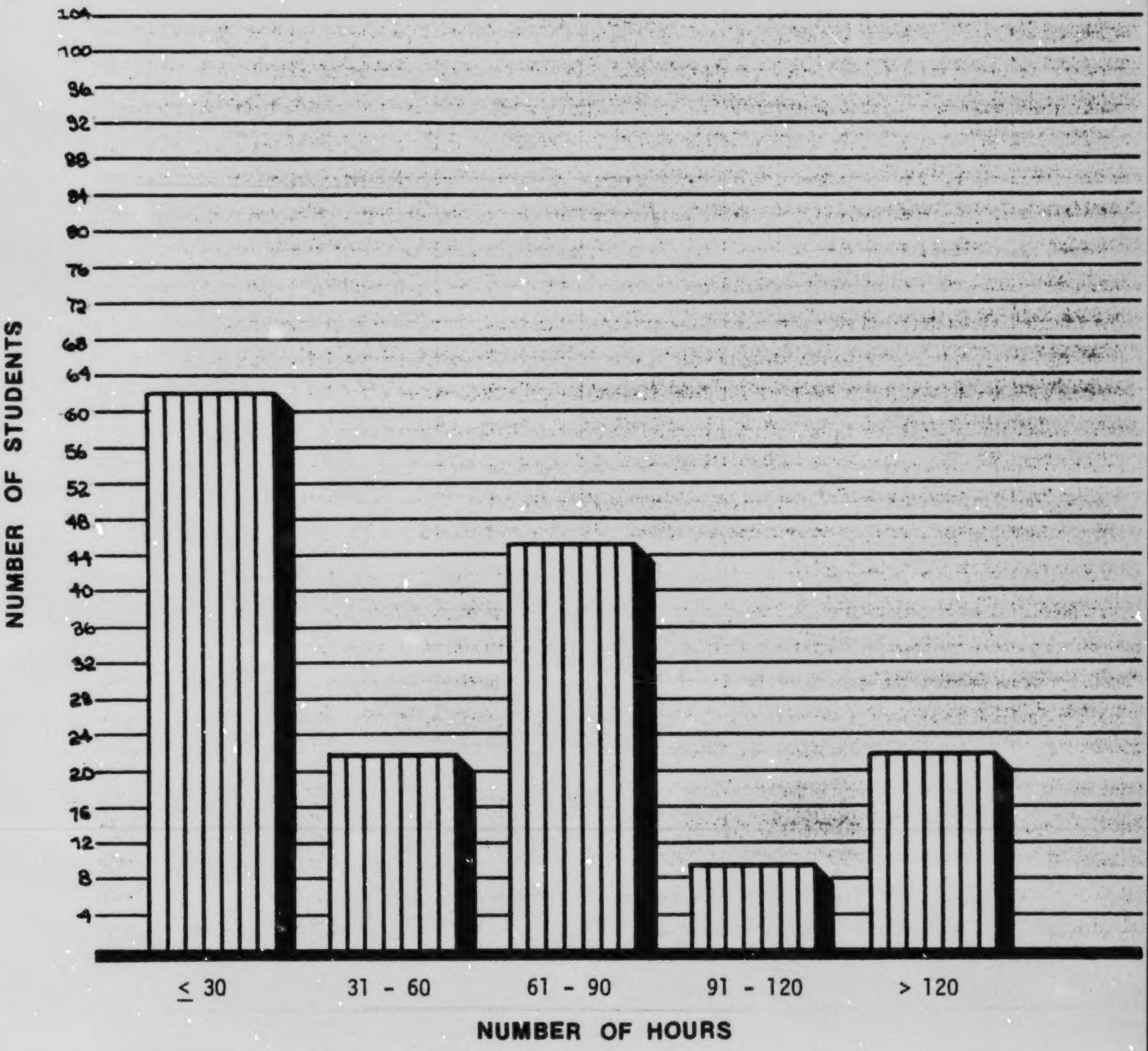
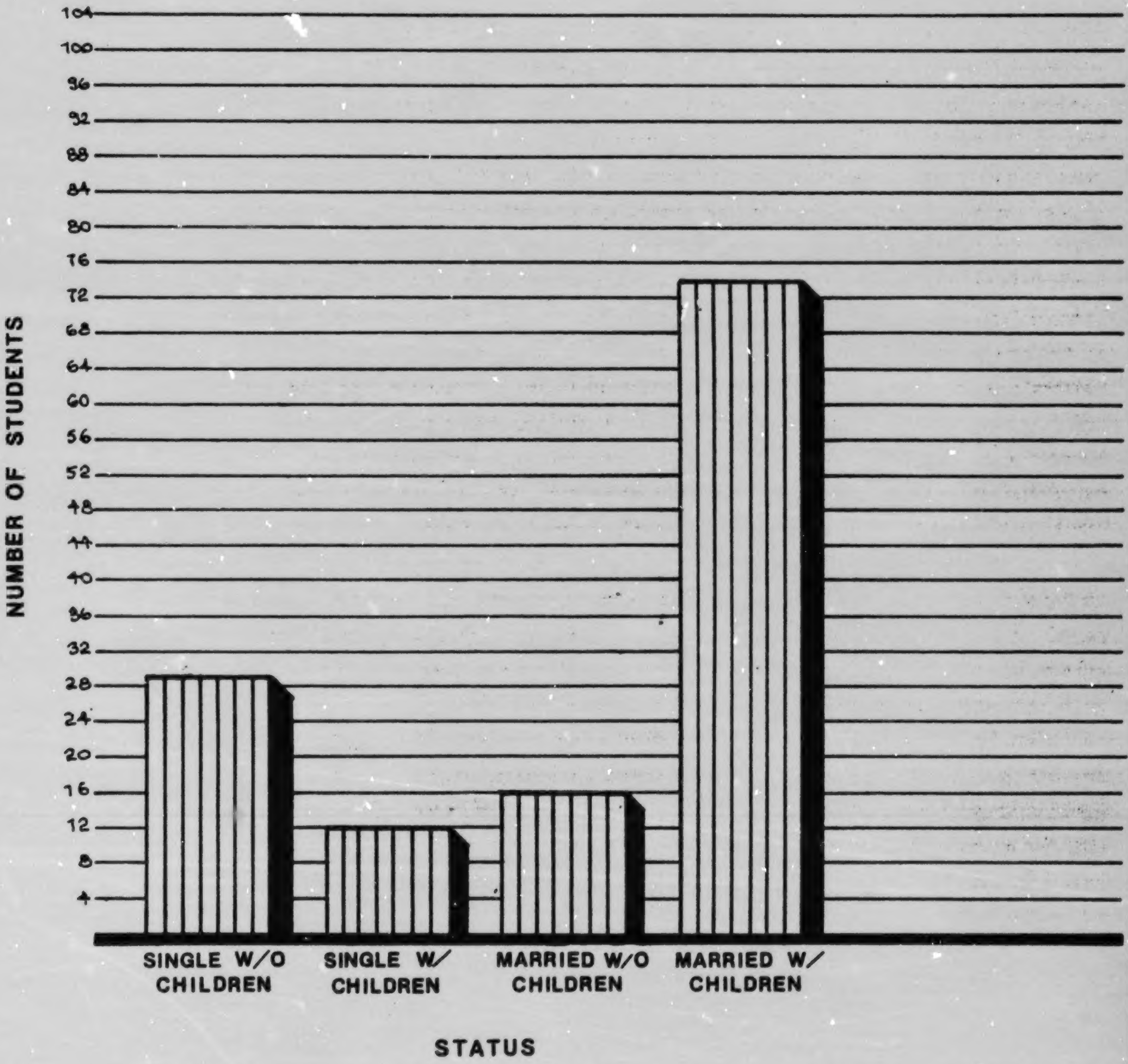
54
48
42
36
30
24
18
12
6
NUMBER OF STUDENTS
BLACK
WHITE
HISPANIC
OTHER
RACE

SEMESTER HOURS

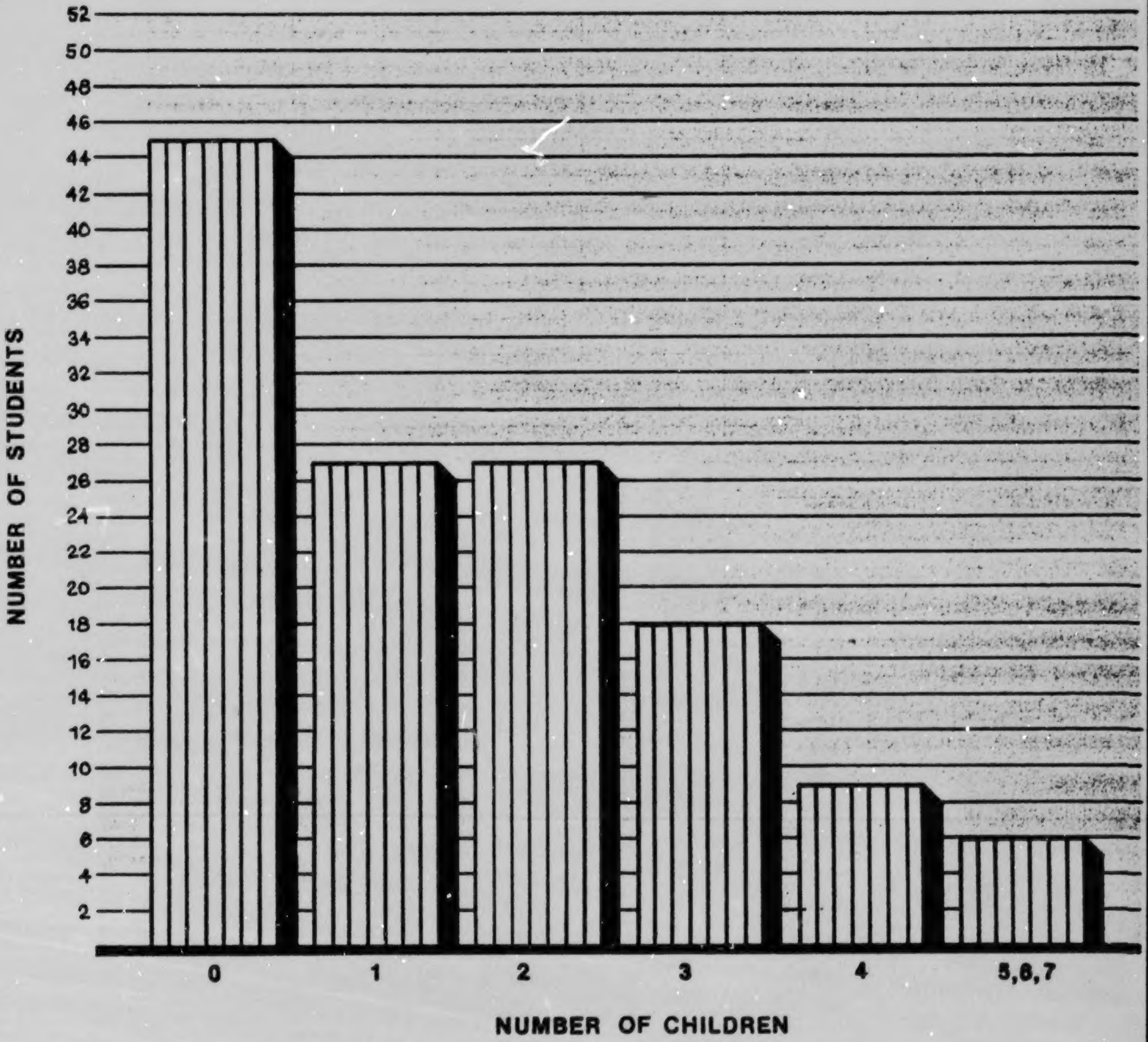
EARNED BY STUDENTS BEFORE ENTERING PROGRAM



FAMILY STATUS

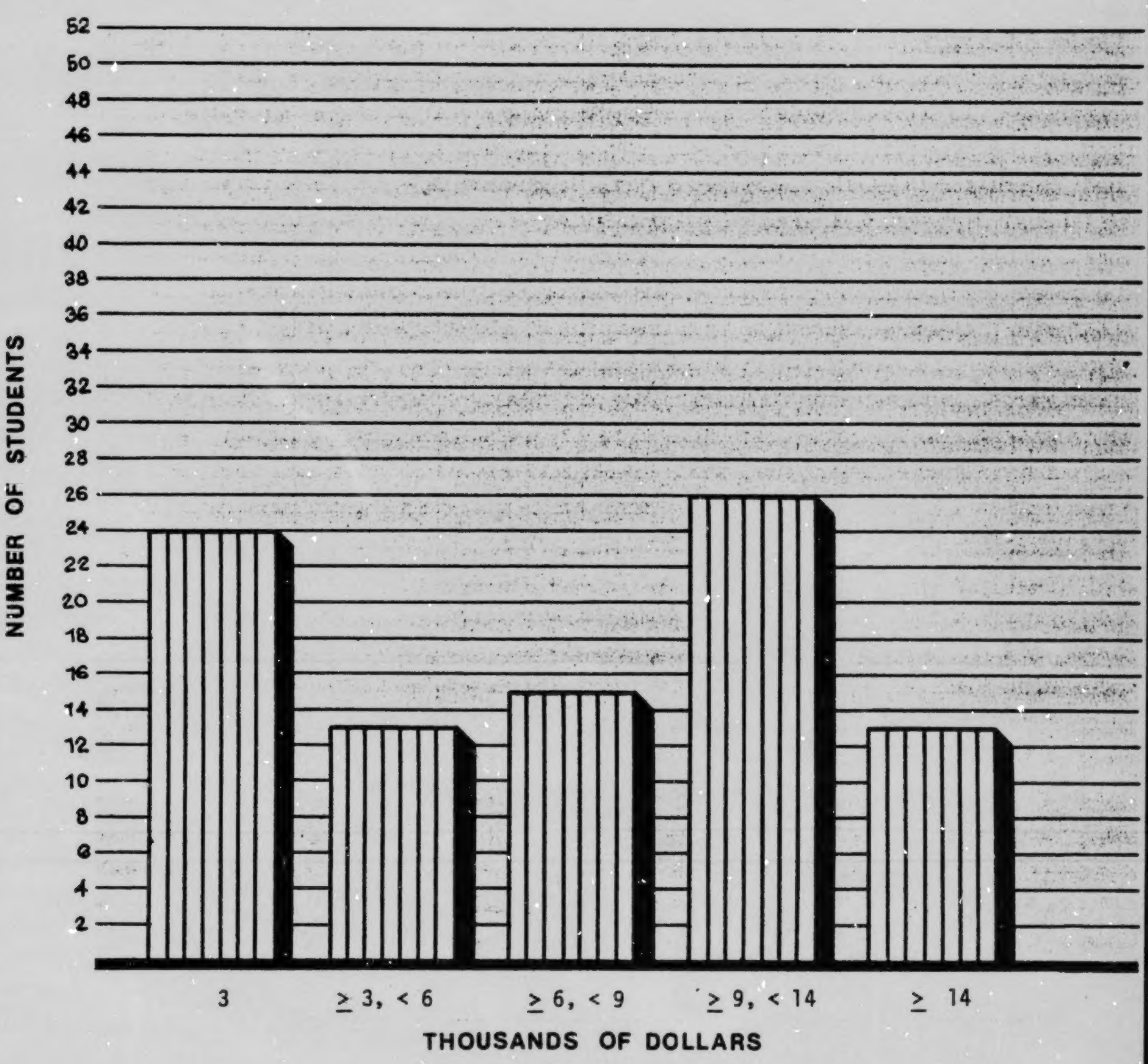


CHILDREN AT HOME



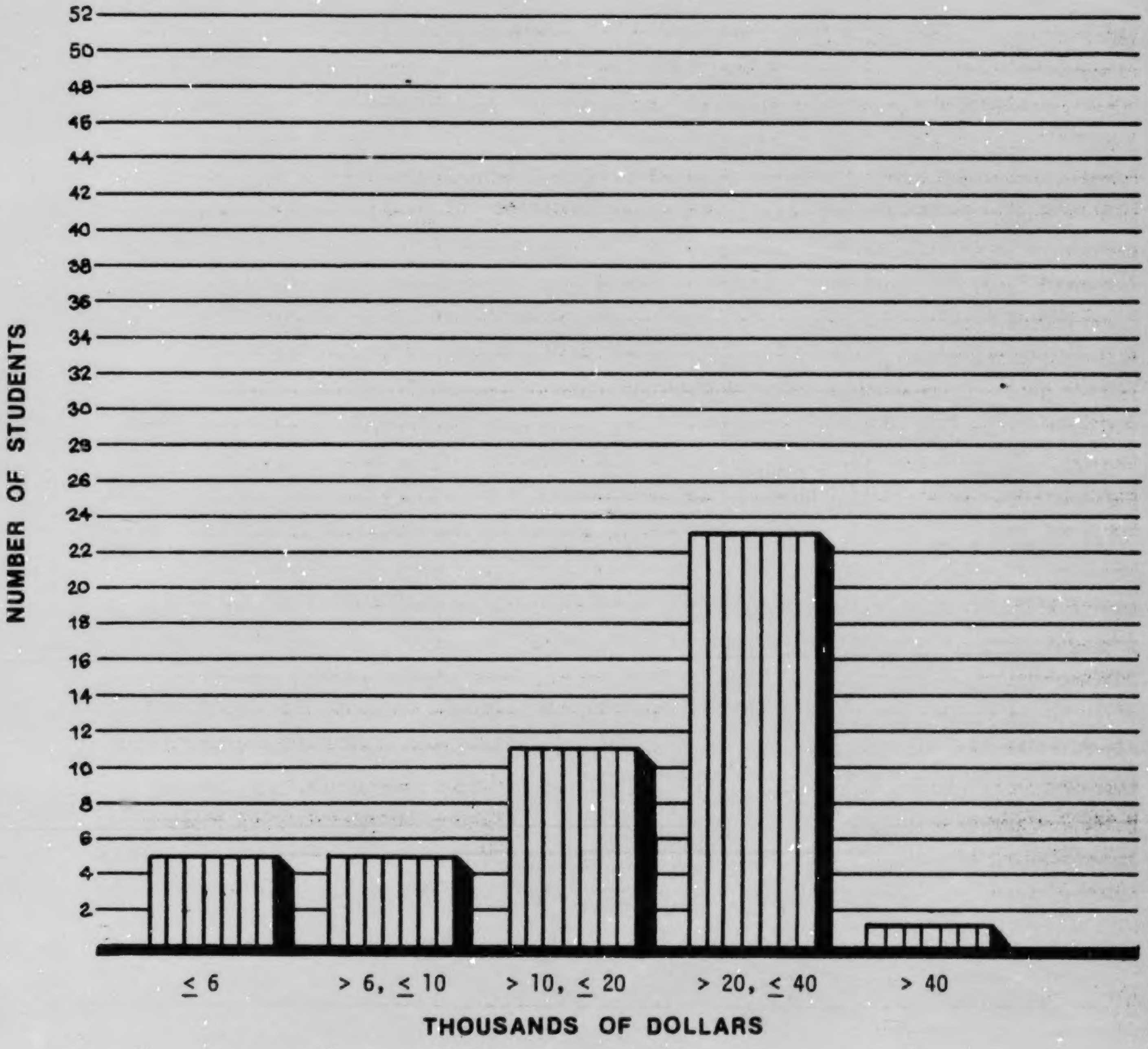
PERSONAL INCOME

GROUPS A AND B

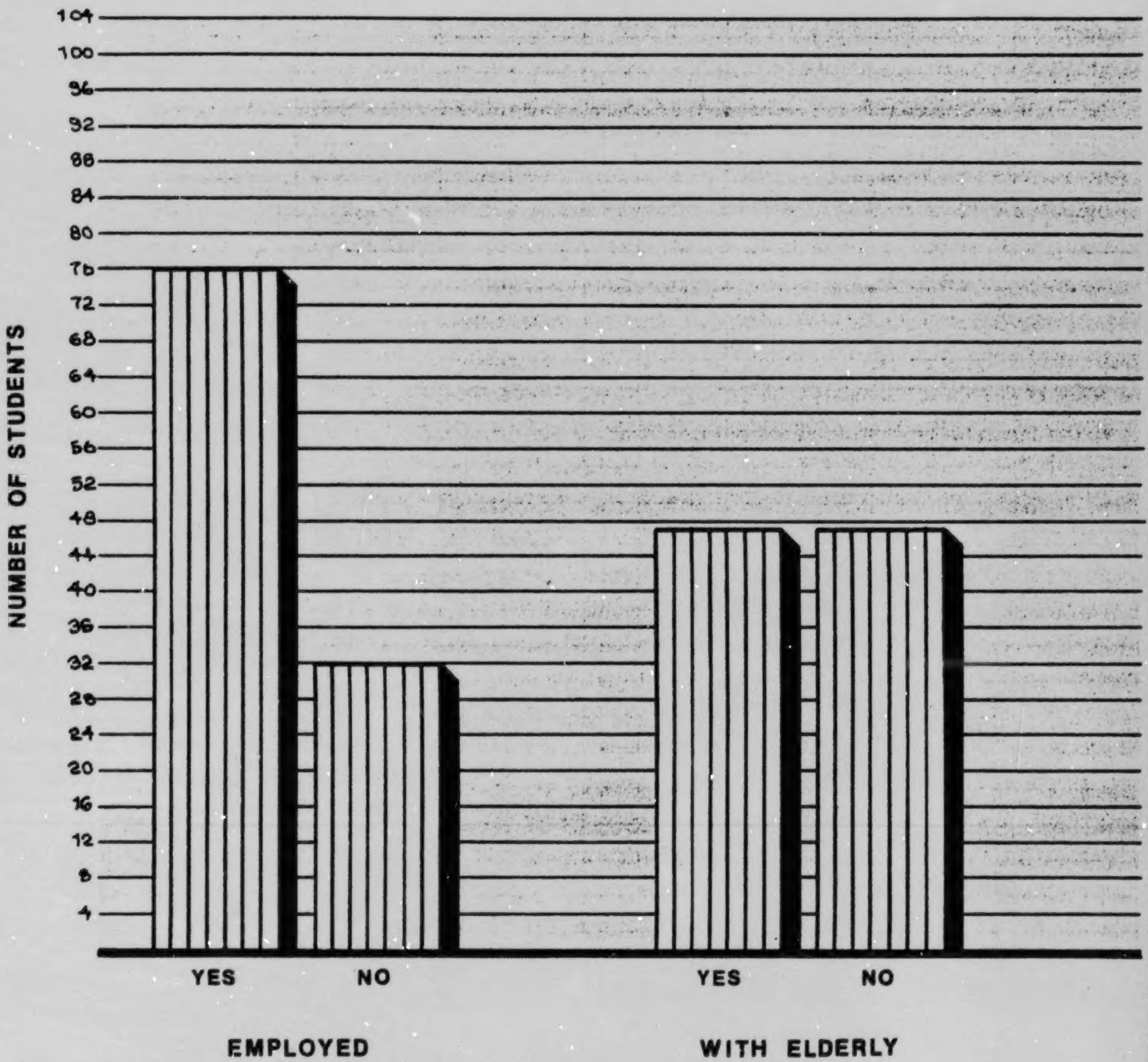


FAMILY INCOME

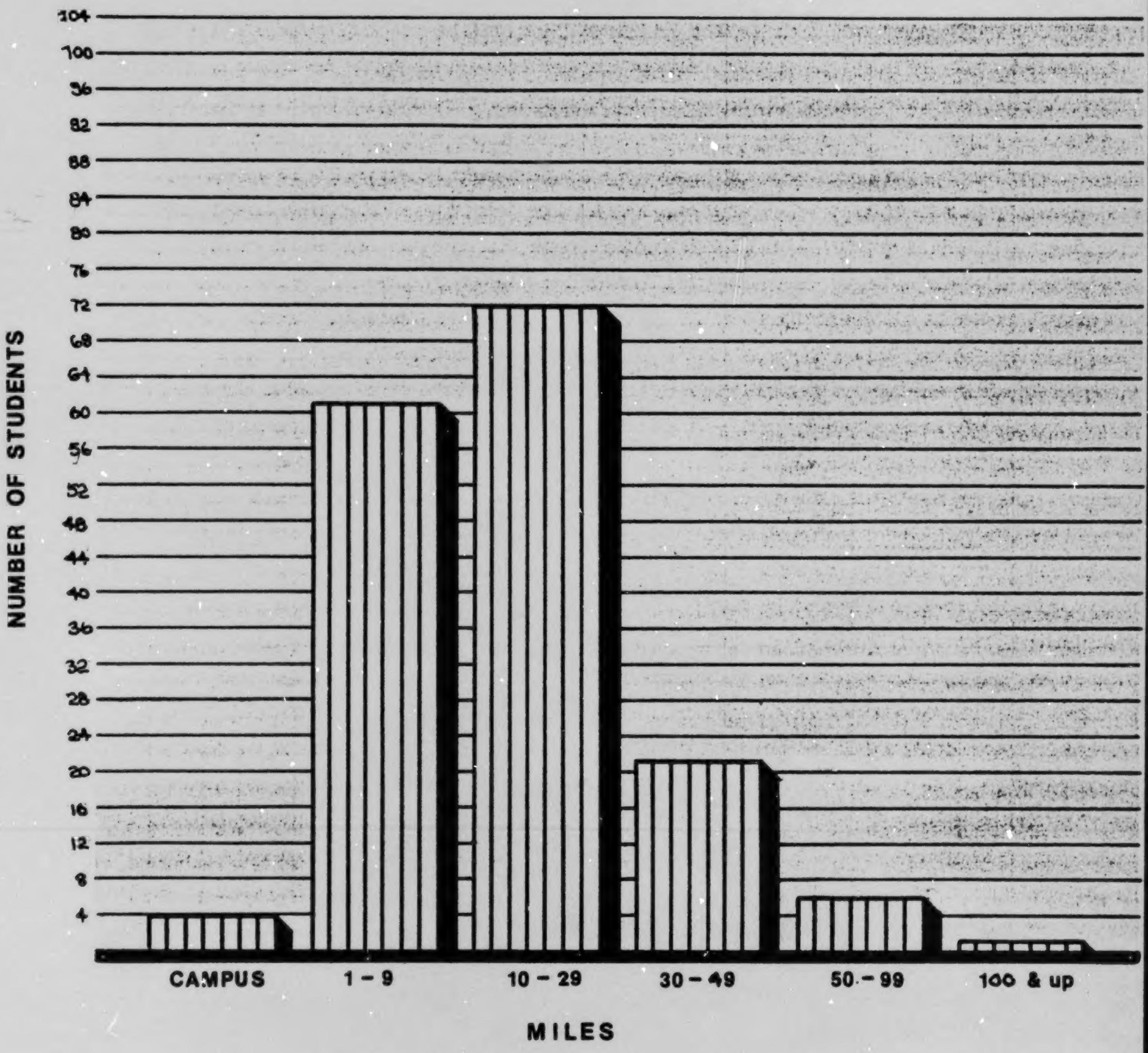
GROUP C



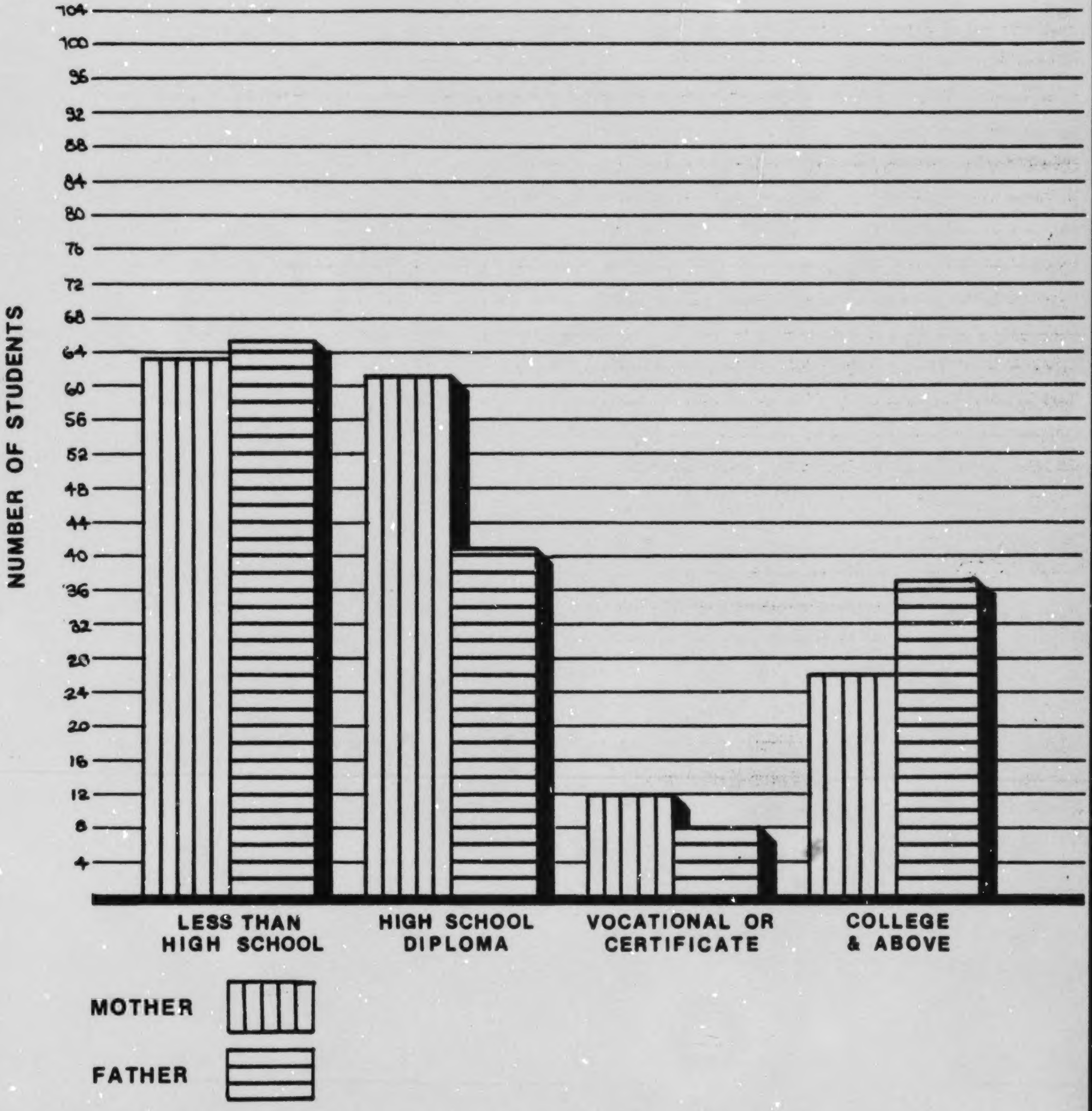
EMPLOYMENT AT ENTRY



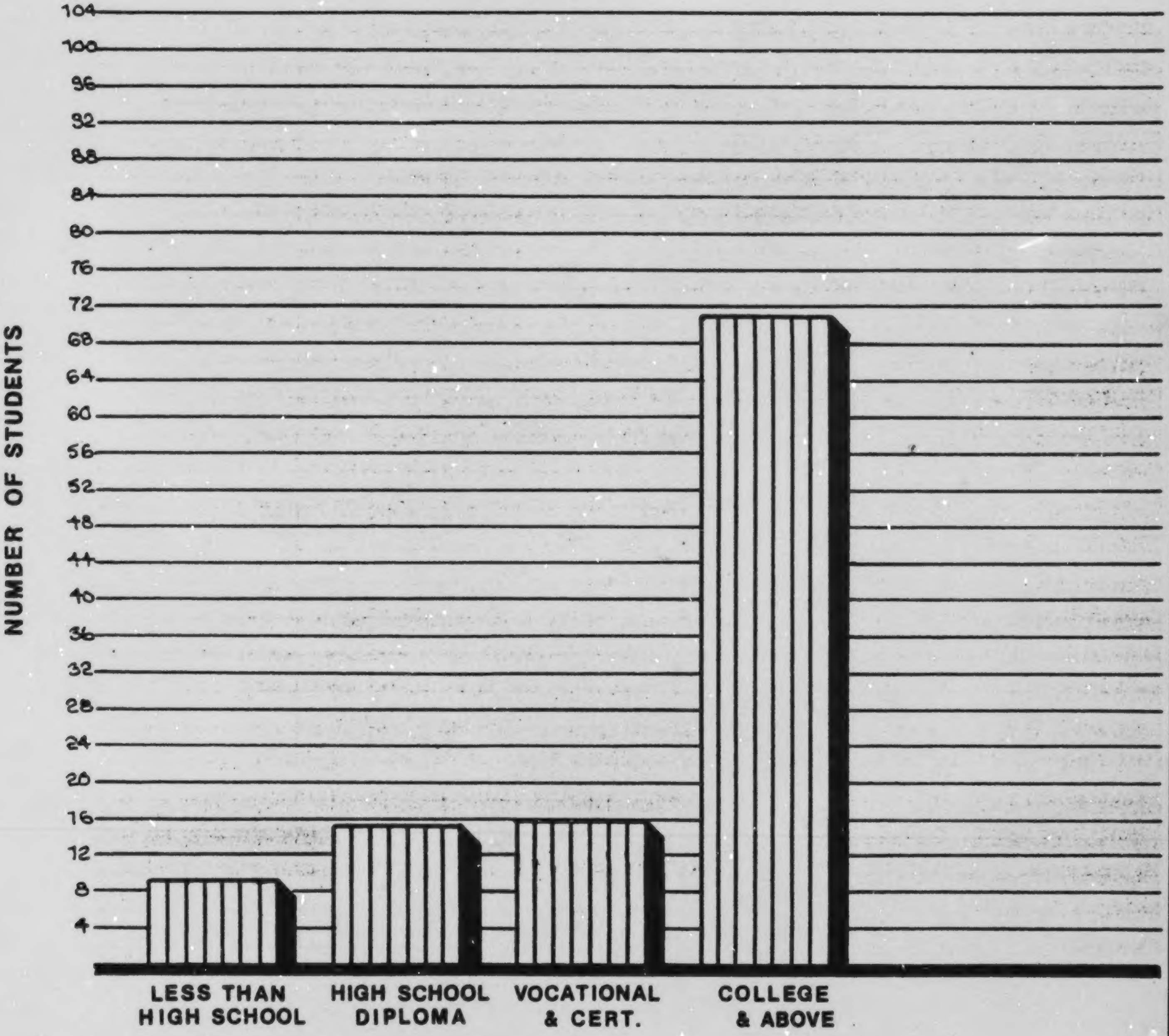
DISTANCE TO SCHOOL



PARENT'S EDUCATION

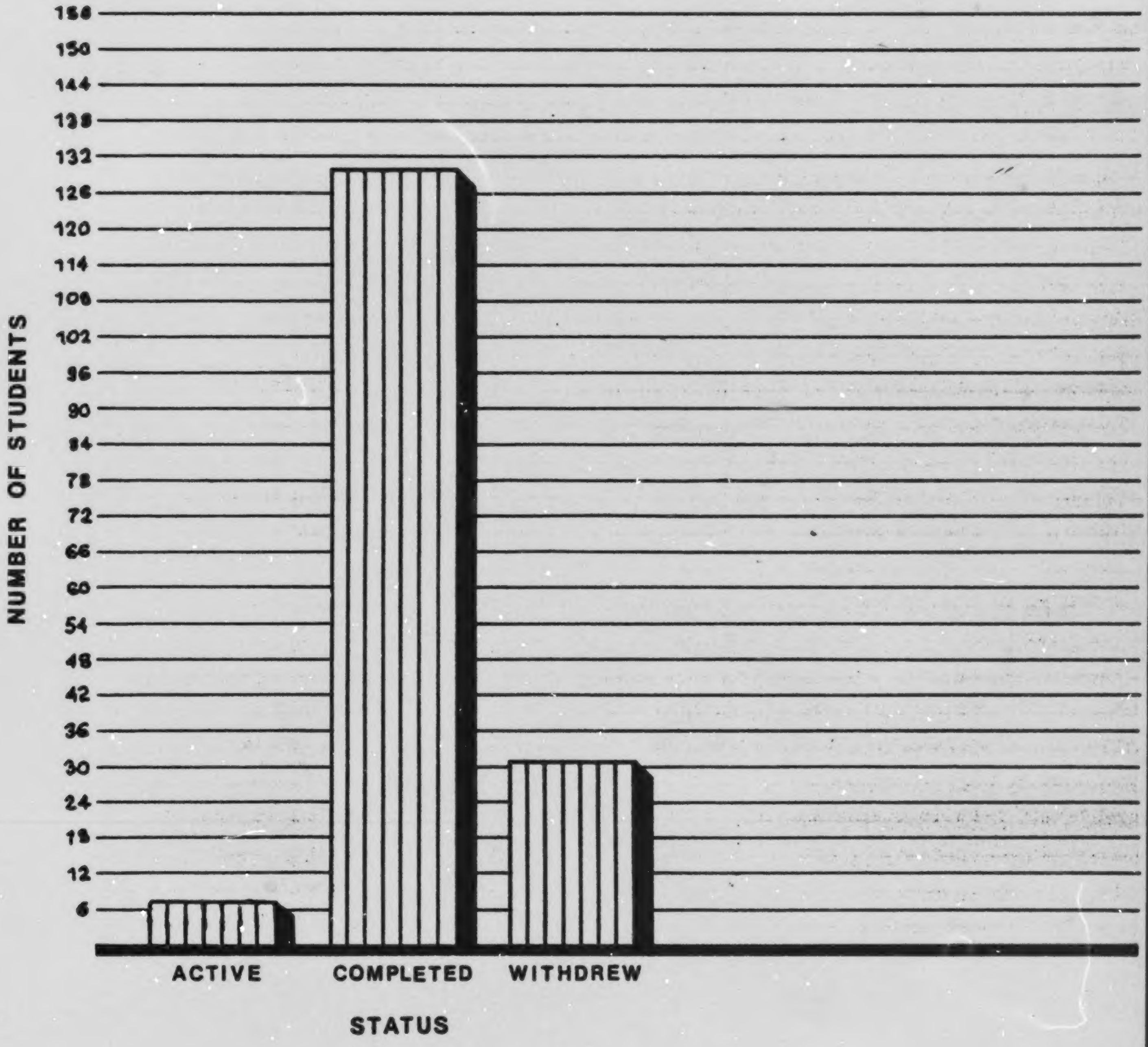


SPOUSE'S EDUCATION



TRAINEE STATUS

AS OF JULY 1, 1983



ASSESSMENT OF PROJECT

EVALUATION OF THE CERTIFICATE PROGRAM IN AGING AND MENTAL HEALTH

METHODOLOGY

Evaluation Design

The outcome of the Aging and Mental Health Certificate Program was assessed on the basis of five types of instruments administered to students and their field work supervisors throughout the program. Copies of the instruments are included in the Appendix. Before and after assessments were made of the students work experiences in gerontology, self perceptions of their own work and school related abilities, educational aspirations and attitudes toward and knowledge about the elderly. The measures of these aspects of the students' lives were linked explicitly to the specific content and goals of the program to avoid, as much as could be controlled, the measurement of changes unrelated to participation in the program.

Information was collected from students at entry on demographic characteristics and prior experience with the elderly to identify how these relate to the students' experiences both during and after the program. Upon completion of the program, the students evaluated the curriculum of the program.

Each of the students who completed the program participated in a work experience field placement. Information was collected on the types of experiences each student encountered, and evaluations of student performance were made by field supervisors.

During the last months of the program, a follow-up mail survey of all students who had participated in the program was conducted. This survey included assessments of the curriculum as it related to later work experiences, the students' own assessments of the changes in their lives relative to the program, and questions about current work experiences and educational aspirations.

Subjects

The size of the Aging and Mental Health Certificate program allowed the use of the entire student population of the program in the evaluation. The total student sample was one-hundred and sixty-eight, all of whom provided sufficient information for inclusion in the evaluation of the program. The follow-up questionnaire was mailed to all one-hundred and sixty-eight of the program's students and was returned by one-hundred and thirteen (67%). Further description of the subjects can be found under Project Design and Implementation, Trainees.

Instruments

Both formative and summative evaluation procedures were used to monitor the effectiveness of the Aging and Mental Health Certificate Program. Formative instruments which were used only for feedback for project staff and have no value for a final evaluation of the program are omitted from further consideration in this report. A flowchart of the evaluation process is included at the end of the Methodology section (pages 36-41). Five types of instruments remain as the basis of this evaluation (see Appendix VIII).

A Forms - A form used previously at Madonna College, this instrument collected: a) demographic information, b) information on past and present work experiences and desired changes in work, c) information on educational expectations and experiences, both specific to the program and global. The form was used with minor alterations as both pretest and posttest.

B Forms - For group A, the B form tested knowledge of, and attitudes toward, the elderly at entry and completion. For groups B and C, this was replaced by a test of knowledge about the aged developed by Erdman Palmore. This also was given at entry and completion.

D Forms - The D-3 form was completed by students to detail the experiences encountered in their field placements. The D-6 form was used by agency supervisors to evaluate students on their performance in the field placements.

E Form - The E form was completed by students at the end of the program to evaluate the curriculum Follow-Up survey.

Follow-Up Questionnaire - The survey conducted in April, 1983 collected information on work and educational experiences following the program and on the contribution of the program to the students' personal lives.

Administration of the Instruments

Upon entry to the program, each student completed the pretest of the A form and the B form. As with most of the forms, these were administered by the instructors of the program at the beginning of the students' first term. Because the questions asked were not considered to be in any way threatening to the students, no confidentiality procedures were used and the forms were kept as part of the students' files.

The next point of data collection occurred when the students completed the field placement component of the program. Each student completed a D-3 form describing the types of experiences encountered in the field placement. At the same time the students' field work supervisors completed D-6 forms, evaluating each student.

The supervisors' forms were returned directly to the program office and were not accessible to the students. This procedure was used to avoid any bias which might be introduced to the evaluations by the knowledge that they would be seen by the students.

At the end of the students' last term in the program, the instructors administered the posttest of the A and B forms. At this time the students also completed the E form evaluating the curriculum of the program. This was the last data collection during the students' participation in the program.

As a part of the planning of the final evaluation of the program, it was decided to include a mail survey of all participants in the program. The survey was sent out in April, 1983. Three weeks were allowed for return of the survey and then follow-up calls were made to non-respondents. Surveys were re-mailed to those persons who reported not receiving the first set. Responses were accepted until May 31, 1983, (Appendix IX).

RESULTS

The results of the evaluation are presented in four parts. Each part presents one of the four goals of the Certificate Program in Aging and Mental Health, and all of the analysis pertinent to the evaluation of the program's accomplishments in that area.

FLOW CHART OF THE EVALUATION PROCESS

I. Time Sequence of Program:
Month and Year In Which Events Occurred

II. Project Year

III. Development and Flow of Program Evaluation

IV. Administration of Evaluation Instruments

V. Project Reports to National Institute of Mental Health

VI. Source of Evaluation Information Included in Reports

VII. Footnotes:
Explanation of Instrument Revisions

	OCTOBER 1978	JULY 1979	AUGUST 1979	SEPTEMBER 1979	OCTOBER 1979	NOVEMBER	DECEMBER 1979	JANUARY 1980
II				YEAR I				
III	Proposal for grant submitted	Approval of Aging and Mental Health Grant	Project Evaluator Hired -- Peter Maloney, M.S. Instruments Form A* Form B** Form C*** Form D**** Chosen	Project Begins				
IV				Administered Form A (Pre) Form B (Pre)			Administered Form C Form D	Administered Form A (Pre) Form B (Pre)
V					Monthly Report #1	Monthly Report #2	Monthly Report #3	Monthly Report #4
VI								Group A Forms A&B(Pre) 9-79 Forms C&D 12-79

VII
* Form A - Demographic
** Form B - Knowledge & Attitudes
*** Form C - Course Evaluation
****Form D - Field Placement Evaluation

FEBRUARY 1980	APRIL 1980	MAY 1980	JULY 1980	SEPTEMBER 1980 YEAR II	OCTOBER 1980	DECEMBER 1980
				Instruments Form A (Pre)* Form B (Pre)** Form C*** Revised		
	Administered Form C Form D	Administered Form A (Pre) Form B (Pre)	Administered Form C Form D	Administered Form AR(Pre) Form BR(Pre)		Administered Form CR Form D Form A (Post) Form B (Post) Form E
Monthly Report #5	Quarterly Report #1		Quarterly Report #2		Quarterly Report #3	
	Group A Forms C&D 12-79		Group A Forms C&D 4-80		Group A Forms C&D 7-80	

* Form AR - Revised, Demographic
** Form BR - Revised, Knowledge
***Form CR - Revised, Course Evaluation

YEAR III

JANUARY 1981	APRIL 1981	MAY 1981	JULY 1981	SEPTEMBER 1981	OCTOBER 1981	DECEMBER 1981
				Instrument Form B(Pre)** Revised		
Administered Form AR(Pre) Form BR(Pre)	Administered Form CR Form D Form A(Post) Form B(Post) Form E	Administered Form AR(Pre) Form BR(Pre)	Administered Form CR Form D Form A(Post) Form B(Post) Form E	Administered Form AR(Pre) Form BRR(Pre)		Administered Form CR Form D Form A(Post) Form B(Post) Form E
Quarterly Report #4	Quarterly Report #5		Quarterly Report #6	Annual Report I	Quarterly Report #7	
Group B Forms A&B(Pre) 9-80	Groups A&B Forms C&D 12-80		Group A Forms A&B(Post) and Form E 12-80, 4-81 Groups A&B Forms C&D 4-81		Group A Form C 12-79,4-80,7-80 Group B Form C 12-80,4-81,7-81 Form D 7-81	

**Form BRR - Second Revision, Knowledge

JANUARY 1982	APRIL 1982	MAY 1982	JULY 1982	AUGUST 1982	SEPTEMBER 1982 YEAR IV	OCTOBER 1982
				Project Evaluator Changed -- Catherine Buck	Meeting for write-up of final report Decided to do a Follow-Up questionairre	
Administered Form AR(Pre) Form BRR(Pre)	Administered Form CR Form D Form A(Post) Form B(Post) Form E	Administered Form AR(Pre) Form BRR(Pre)	Administered Form CR Form D Form A(Post) Form B(Post) Form E		Administered Form AR(Pre) Form BRR(Pre)	
Quarterly Report #8	Quarterly Report #9		Quarterly Report #10		Annual Report II	Quarterly Report #11
Group C Forms A&B(Pre) 9-81	Groups B&C Forms C&D 12-81		Groups B&C Forms A&B (Post) 4-81,7-81,12-81 and 4-82 Forms C&D 4-82			Group B Forms C&D 12-80,4-81 7-81,12-81 and 4-82 Group C Forms C&D 7-82

DECEMBER 1982	JANUARY 1983	FEBRUARY 1983	APRIL 1983	MAY 1983	JUNE 1983	JULY 1983
		Coding for final evaluation begun	Questionairre for Follow-Up Completed	Deadline for return of all forms	Analysis for final write-up begun	End of Program
		Student to assist Project Evaluator begun -- Barbara Osiecki-Csircsu	Follow-Up Questionairre mailed out to trainees		Demographic information on students delivered to Marianne Glazek and Anita Herman	July 30- History and Description of Project completed by Marianne Glazek and Anita Herman
Administered Form CR Form D Form A(Post) Form B(Post) Form E	Administered Form AR(Pre) Form BRR(Pre)					
	Quarterly Report #12		Quarterly Report #13			
			Group C Forms C&D 12-82			

AUGUST*
1983

Kathleen Needham reviewed History and Description of Project.

History and Description revised by Marianne Glazek and Anita Herman

Description of Field Placements submitted by Anita Herman

Draft of Evaluation of Four Goals submitted by Catherine Buck and Barbara Osiecki-Csircsu

SEPTEMBER*
1983

Description of Field Placements and Evaluation of Four Goals reviewed by Kathleen Needham.

Revisions made by Anita Herman, Catherine Buck, and Barbara Osiecki-Csircsu.

September 30-
Report submitted to Washington, D.C.
- National Institute for Mental Health

* Anticipated Dates

GOAL 1

Goal 1 of the Aging and Mental Health Program was the design of a thirty semester hour Certificate Program in Aging and Mental Health. This included the structuring of a curriculum on aging and mental health and the formulation of specific course content and course related competencies. The section on Project Design of the report describes the curriculum developed for the program.

As the students completed the Certificate Program in Mental Health, they were asked to what extent they would recommend the program to a friend who was interested in Gerontology. The responses to this question are presented in Table A.

Table A

Recommend the program positively	84% (94)
Recommend the program with reservation	13% (15)
Neither recommend nor condemn the program	3% (3)
Will not recommend the program	0

As the table indicates, there was a great willingness on the part of students to recommend the program to others. Ninety-seven percent of the students were willing to recommend the program and only thirteen percent would have reservations in doing so.

As a part of the evaluation, the students rated each course according to its value to them in achieving the objectives of the program. Later, in the follow-up survey, the students rated each course on its helpfulness to them in their work. Table B presents the average rating given each course for value in achieving program objectives. The courses are presented in order of overall rating.

Table B

Ratings of Courses for Value in Achieving Program Objectives

Course	Average Rating
Psychology of Aging	3.55
Field Experience and Seminar	3.49
Physical Aspects of Aging	3.40
Social Gerontology	3.40
Educational Gerontology	3.39
Introduction to Gerontology	3.35
Communication Problems of the Older American	3.29
Seminar on Aging	3.27
Abnormal Psychology	3.26
Introduction to Mental Health	3.24
Community Resources	3.16
Pre-retirement Education	3.15
Group Dynamics and Discussion Techniques	3.07
Family Support Systems	3.07
Aging and Mental Health	3.02
Nutrition for the Aging	2.53
Overall	3.29

Scale: None (1), Some Value (2), Much Value (3), Very Much Value (4)

The courses were rated for value on a four point scale including the choices; None (1), Some Value (2), Much Value (3), and Very Much Value (4). The average ratings ranged from a low of 2.5 (between Some Value and Much Value) to a high of 3.6 (between Much Value and Very Much Value).

The highest ratings were given to the core courses Psychology of Aging (3.6) and the Field Placement (3.5), followed by three of the elective courses, Physical Aspects of Aging (3.4), Social Gerontology (3.4), and Educational Gerontology (3.4). Students as a whole found the least value in Nutrition for the Aging (2.5).

The ratings for helpfulness in the students' work are presented in Table C, also in order of average ranking. The rating scale used was the same.

Table C

Ratings of Courses for Helpfulness in Work

Course	Average Rating
Psychology of Aging	3.45
Field Experience and Seminar	3.40
Seminar on Aging	3.35
Abnormal Psychology	3.34
Educational Gerontology	3.34
Introduction to Blindness	3.33
Physical Aspects of Aging	3.31
Communication Problems of the Older American	3.25
Introduction to Gerontology	3.24
Social Gerontology	3.21
Introduction to Mental Health	3.18
Family Support Systems	3.11
Aging and Mental Health	3.11
Group Dynamics and Discussion Techniques	3.08
Pre-retirement Education	3.00
Community Resources	2.86
Nutrition for the Aging	2.59

Scale: None (1), Some Value (2), Much Value (3), Very Much Value (4)

The range of "helpfulness in work" ratings was approximately the same as the range for value in obtaining program objectives. The lowest average rating given was 2.6 and the highest 3.5. The courses rated most and least valuable also remained largely unchanged. The Psychology of Aging (3.5) and the Field Placement (3.4) remained the most highly rated courses. The Seminar on Aging (3.3) and Abnormal Psychology (3.3) were also highly rated on helpfulness in work. Again, the lowest rating was given to Nutrition for the Aging (2.5).

It is not sufficient in evaluating a curriculum to consider only the overall evaluations of the courses. There may also be important systematic differences among students in how they respond to each course. In the remainder of this section, two basic questions are addressed. First, how do the type of information presentation and level of course difficulty suit the needs and abilities of this student population? The answer to this provides information on the appropriateness of these courses for this student population and what, if any, changes might be made in individual courses. The question of the appropriateness of individual courses was addressed by relating the ratings of each course to three types of information about students:

A. Students' preferred method of learning

B. Students' performance on the knowledge tests

C. Prior experience in working with the elderly

Second, do courses have different value for students depending on the student's work responsibilities or personal goals? This second analysis provides a basis for guiding students to a curriculum which is appropriate to their professional needs and personal goals. Information on the value of each course to different students was obtained by relating course ratings to two student characteristics:

D. Students' goals in completing the program

E. Students' area of work with the elderly

A. Students were asked at entry and completion of the program to select a preferred method of learning from among the choices; listening to an expert, looking at diagrams and reading, and underlining important points or preparing an outline. Students were largely consistent in their preference for a method of learning throughout the program. Sixty-nine percent of the students expressed a preference for the same learning method at the end of the program as they had at the beginning.

Although the students who preferred to learn by underlining material or preparing outlines gave slightly higher ratings across all courses, there was no significant relationship between the preferred method of learning and the ratings of individual courses (Table D). This indicates that the type of material presentation used in the courses did not affect how valuable they were to the students.

Table D

Courses Ratings and Students Preferred Method of Learning

Course	Learning Method		
	Listen to Expert	Diagrams & Reading	Underlining & Outlining
Introduction to Gerontology	3.2	3.5	3.5
Introduction to Mental Health	3.2	2.9	3.4
Aging and Mental Health	2.9	3.1	3.0
Communication Problems of the Older American	3.1	3.4	3.5
Family Support Systems	3.0	2.9	3.3
Nutrition for the Aging	2.4	3.3	2.7
Pre-retirement Education	3.0	3.0	3.4
Psychology of Aging	3.5	3.6	3.6
Group Dynamics and Discussion Techniques	3.0	2.4	3.4
Abnormal Psychology	3.2	3.2	3.2
Community Resources	2.8	3.3	3.3
Seminar on Aging	3.1*	3.9*	3.7*
Educational Gerontology	3.4	3.5	3.6
Physical Aspects of Aging	3.4	3.5	3.2
Social Gerontology	3.2	3.5	3.8
Field Experience and Seminar	3.5	3.5	3.4
Grand Mean	3.2	3.2	3.5

Scale: None (1), Some Value (2), Much Value (3), Very Much Value (4)

*$P < .05$

B. A good indication of the appropriateness of the level of difficulty of the courses is the relationship between student ability and background and the ratings given to the courses. If courses are too difficult for some of the students, it would be expected that they would rate these courses poorly. Conversely, if some courses contain too little material they should be rated less valuable by students with more background or ability. To investigate this issue, the course ratings were correlated with entering, completion and change scores on the knowledge test. The resulting correlation matrix is presented in Table E.

TABLE E
Correlation of B Form Scores and Course Ratings

	GROUP A			GROUPS B and C		
Course	Knowledge & Attitude Pretest	Knowledge & Attitude Posttest	Change	Knowledge Pretest	Knowledge Posttest	Change
Introduction to Gerontology	.31*	.34*	-.04	-.08	.05	.11
Introduction to Mental Health	-.10	.04	.20	-.20	-.05	.10
Aging and Mental Health	-.03	-.08	-.04	-.33*	-.21	.11
Communication Problems of the Older American	-.15	-.22	-.03	-.16	-.07	.10
Family Support Systems	-.02	-.05	-.03	-.32*	-.23	.06
Nutrition for the Aging	.12	.18	.06	-.14	0	.14
Pre-retirement Education	.07	-.09	-.15	.10	.19	.06
Psychology of Aging	.02	-.01	-.03	-.01	-.06	.01
Group Dynamics and Discussion Techniques	-.09	-.14	-.02	-.09	-.06	.08
Abnormal Psychology	-.46	-.15	.22	-.23	0	.18
Community Resources	-.04	.07	.09	-.35	-.20	.10
Seminar on Aging	.08	-.01	-.11	-.26*	-.34*	-.04
Educational Gerontology	-.19	-.25	.02	-.05	-.01	.10
Physical Aspects of Aging	.04	.01	-.03	-.11	-.03	.08
Social Gerontology	-.15	-.28	-.09	.14	-.25	.07
Field Experience and Seminar	.09	-.01	-.12	-.27*	-.17	.12

*$P < .05$

Although there were occasional significant correlations between one of the knowledge testing items and one of the courses, these appear to be no more frequent than would be expected from the normal fluctuations in this type of test. There was no course which consistently correlated either positively or negatively with the knowledge items. The conclusion drawn from this result is that the courses in the Certificate Program in Aging and Mental Health are well gauged to the abilities of the range of students. They apparently manage neither to bore the more capable students nor to bewilder those with less background and ability.

C. A similar issue to the one just addressed is the program's capacity to adapt to the needs of students with varying experience in the field of gerontology. Although the majority of the students report previous volunteer or work experience with the aged, the program also includes as forty-one percent of its students,people who report no previous experience in the field. As with knowledge and ability, it is important to know if experience in the area makes some courses redundant while inexperience renders others unmanageable. Courses which fail to meet the students' needs either because of redundance or unmanageability should be rated lower than those courses which succeed. A Students' T Test was used to test for differences between experienced and inexperienced students in the ratings given to courses. Table F presents the results.

Table F

Ratings of Courses by Experienced and Inexperienced Students

Course	Experienced Students	Inexperienced Students
Introduction to Gerontology	3.18	3.41
Introduction to Mental Health	3.33	3.20
Aging and Mental Health	2.89	2.92
Communication Problems of the Older American	3.28	3.27
Family Support Systems	2.97	3.23
Nutrition for the Aging	2.37	2.50
Pre-retirement Education	3.12	3.17
Psychology of Aging	3.54	3.50
Group Dynamics and Discussion Techniques	2.65	3.00
Abnormal Psychology	3.38	3.07
Community Resources	3.00	3.33
Seminar on Aging	3.16	3.39
Educational Gerontology	3.30	3.62
Physical Aspects of Aging	3.40	3.32
Social Gerontology	3.17	3.56
Field Experience and Seminar	3.40	3.52
Overall	3.16	3.28

No significant differences.

Although there were differences for many of the courses between the average ratings of the two groups, the variation within each of the groups was so great that the differences could not be attributed to experience with the elderly. The absence of significant differences between experience and inexperienced students' ratings indicates that the courses as designed for this program meet the educational needs of both groups equally well.

D. When the students entered this program, one of the questions they were asked was how important to them were several possible benefits of the program. Their responses were made into three scales; job motivation, education motivation and personal satisfaction motivation. The students' scores in each area of motivation were correlated with the ratings given each course to determine if courses are of differing value in achieving each of the three types of goals. The results of the analysis are presented in Table G.

Table G

Correlation of Three Types of Motivation and Course Ratings

Course	Job	Education	Personal Satisfaction
Introduction to Gerontology	0	.14	-.10
Introduction to Mental Health	-.11	.20*	-.22*
Aging and Mental Health	-.05	.21*	-.09
Communication Problems of the Older American	-.14	.18	-.22*
Family Support Systems	-.16	.19	-.09
Nutrition for the Aging	-.07	.27	-.02
Pre-retirement Education	.09	.06	-.19
Psychology of Aging	-.07	.15	-.10
Group Dynamics and Discussion Techniques	-.03	.05	-.04
Abnormal Psychology	.20	.02	.27
Community Resources	-.03	.22	-.05
Seminar on Aging	.01	.14	.04
Educational Gerontology	-.14	-.03	-.24
Physical Aspects of Aging	-.05	.27*	-.13
Social Gerontology	.29*	-.06	.04
Field Experience	.10	.16	.01
Overall	-.03	.26*	-.16

*Significant at $P < .05$

The analysis yielded only a few clues which could be used in guiding students to the ideal curriculum for their goals. Students who scored high on Job Motivation found Social Gerontology more valuable than students who scored low. Scores on Education Motivation were positively related to the value found in the courses: Introduction to Mental Health, Aging and Mental Health, and Physical Aspects of Aging. Students who scored higher on Personal Satisfaction Motivation found less value in Introduction to Mental Health and Communication Problems of the Older American than students who scored lower. The correlations, while statistically significant, were not large and the relationships might be of interest to prospective students, they are not compelling and do not provide a basis for advising students on the probable value of courses in individual course selections. In fact, the lack of clear differentiation indicates that the overall ratings of courses remain a good predictor of value to the individual.

E. The last examination of the course ratings investigates relationships between the type of work done by the students and the ratings given to the courses. As with the comparison by motivation, only a few significant relationships were found. Students working in Recreation found two courses, both related to the social environment of the aged, more valuable than students not working in recreation. The course, Family Support Systems, received an average rating of 3.26 from students in recreation and 2.88 from those who were in Social Gerontology; the scores were 3.64 and 3.16, respectively. Students working in the area of Housing found Nutrition for the Aged significantly less valuable (1.90) than other students (2.71). The course, Abnormal Psychology was rated higher (3.50) by students working in Mental Health than by students who were not (2.93). No relationships were found for students working in Nutrition, Health Care, Education, Transportation, and Social Services. Unlike the motivation relationships, the relationships found here are intuitive, no doubt to the students as well as to researchers. What is, perhaps, more surprising is the absence of other negative relationships between work and courses which have no direct application in that work. It is a credit to the instructors that they can engage the interest of these students and to the students for their commitment to a broader education than their work requires.

SUMMARY

In summary, the evaluation indicates that students find the program effective in attaining academic goals and helpful in their work. Ninety-seven percent of the students would recommend the program, only thirteen percent with reservations. An overall rating falling between Much Value and Very Much Value was given to the curriculum for both value in attaining program goals and helpfulness in work. The courses found most valuable in both areas were Psychology of Aging and the Field Experience. Nutrition for the Aging was found least valuable in both areas.

The examination of individual courses by students characteristics indicates that the courses are well designed for the learning methods, ability, and experience of this group of students. The breakdown of course ratings by area of work and student goals indicates that the students value a broad exposure to the field, not only those courses specific to the student's current area of work and interest.

GOAL 2

Preparation of Trainees

The second goal of the program was the preparation of one-hundred and twenty trainees to receive the Certificate in Aging and Mental Health. This included the recruitment, counseling, and retention of the trainees and the assessment of their knowledge. The techniques used in recruiting and counseling the students are described under the section, "Trainees", of this report as are the demographic characteristics of the students. Having awarded the Certificate to one-hundred and thirty students (with an additional seven still active), the program has clearly met its basic goal for recruitment and retention.

The evaluation report on Goal 2 is presented in four parts: A) information which was collected on the recruited students (in addition to the demographics already presented); B) an evaluation of the support services provided to the students; C) the characteristics of students who completed the program versus those who withdrew; D) the assessment of student's knowledge at entry and completion of the program.

A. Recruitment

This section further elaborates on the characteristics of the recruits by examining their social attributes, the aspirations and plans with which they entered the program. The students in the program were clearly upwardly mobile educationally. Table A presents the educational background of the students' families.

Table A

Level of Education

	Less than High School	High School	Bachelor Degree	Graduate Degree
Mother N=160	39%	53%	6%	1%
Father N=159	41%	44%	9%	6%
Spouse N=111	8%	51%	28%	13%

While about forty percent of both the students' parents had less than a high school education, this was true of only eight percent of students' spouses. Conversely, forty one percent of students' spouses hold college degrees. This was true of only seven percent of students' mothers and fifteen percent of their fathers. The students themselves also had high academic aspirations. Only four percent of the students chose an associate degree as the highest degree they intended to achieve. Thirty five percent of the students intended to obtain a bachelor's degree and another thirty five percent intended to go on for a master's degree. The remaining twenty six percent were undecided.

Although the students clearly had high educational goals, they were considerably older than the traditional eighteen-to-twenty-one college age. The average age at entry was thirty nine. Because the program was intended to attract nontraditional students, a question was included with the pretest which asked why the students had delayed completing their education. Table B presents the reasons given. Because the students were instructed to check all reasons which applied to them, the percent figures total in excess of one hundred.

Table B

Reasons for Delaying Education

Obstacle	Percent of Students Reporting Reason
Demanding Family Responsibilities	64%
Financial Reasons	53%
Didn't Know What I Wanted	43%
Job Was Too Demanding	17%
Didn't Think I Needed a College Degree	12%
Inadequate Academic Preparation	11%
Changed Residence	5%
Military Service	1%
N=163	

The reason most frequently given for delaying education was Family Responsibility, cited by sixty four percent of the students. Also heavily cited were Financial Reasons (53%) and Didn't Know What I Wanted (43%). The remaining reasons were each a factor for less than twenty percent of the students.

The next question addressed was how did these returning students feel they compared to people in general on overall abilities and academic skills. The students comparisons of themselves and people in general demonstrated a promising self confidence. Table C presents their self-evaluations in areas of general ability.

Table C

Self Perceptions on General Traits

Traits	Average Rating
Independence	4.04
Motivation to Achieve	3.98
Persistance	3.93
Reading Ability	3.69
Resourcefullness	3.68
Academic Ability	3.57
Originality	3.51
Writing Ability	3.45
Mathematical Ability	2.83

N=163

Scale: Lowest (1), Below Average (2), Average (3)
Above Average (4), Highest (5)

In all areas with the exception of Mathematical Ability, the mean of the students' ratings fell on the positive side of the Average category. In the areas of Independence, Motivation to Achieve and Persistance, the mean ratings clustered solidly around the Above Average category. These students had clearly developed confidence in their own strength and determination to succeed, which should have compensated for their slightly less confident evaluation of their academic abilities.

When asked more specifically to rate themselves on learning skills (Table D), the students' mean ratings again grouped on the positive side of Average.

Table D

Learning Skills

Skill	Average Rating
Ability to Locate and Collect Information	2.40
Ability to Organize, Analyze and Evaluate Information	2.35
Ability to Identify the Kinds of Information Required to Answer Questions	2.32
Ability to Prepare Answers, Communicate Them to Others	2.31
Ability to Select and Use the Most Efficient Means for Collecting the Information from the Appropriate Sources	2.26
Ability to Formulate Questions	2.24

N=163

Scale: Below Average (1), Average (2), Above Average (3)

Having examined how the students' viewed themselves, the evaluation now turns to how they viewed the program. As a part of the pretest, the students provided information on the characteristics they sought in a program, the possible benefits they saw in completing the program and the changes in their work they expected to occur.

Table E presents the students' ratings of how important each of several program characteristics was to them.

Table E

Characteristics Sought in Degree Program

Characteristics	Mean Rating
Low Cost	2.32
Ability to Maintain a Regular Work Schedule	2.30
Short Time Required to Complete Degree	2.26
Credit for Sponsored Experiential Learning (Field Experiences, Co-operative Education)	2.25
Freedom to Design Own Academic Program	2.24
Transferability of Previous College Course Work	2.21
Credit for Prior Non-Academic Experience	1.71
Association With Students of My Own Age	1.56
Credit for Standardized (CLEP) and Proficiency Tests	1.38
Credit for Previous Military and Non-Collegiate Courses	1.16
N=137	

Scale: Not Important (1), Somewhat Important (2), Very Important (3)

The average ratings fell into three general groupings. The most important characteristics were financial, Low Cost and Ability to Maintain a Regular Work Schedule. The next most important grouping included items of efficiency and quality of the program. The students wanted to be able to transfer previous credit and finish quickly, but it was also important to them to have experiential learning and control over the design of their program. The least important group included purely social benefits and credit for previous non-college courses and experiences.

The students also ranked several possible benefits of the program in terms of importance of the benefit to them (Table F).

P

Table F

Possible Benefits from Obtaining Degree

Benefit	Mean Rank
Increased Job Opportunities Due to Having the Degree as a Credential	4.64
Having the Degree as a "Stepping Stone" to Further Education or Training	4.10
Being More Skilled in Performing My Work	4.08
The Enjoyment and Experience of Learning	3.73
The Satisfaction of Having the Degree	3.31

N= 142

Scale: Most Important (6), to Least Important (1)

The most important benefit was Increased Job Opportunities. Following that and almost equal in average importance were Stepping Stone to Further Education and Being More Skilled in Work. Least important were Enjoyment of Learning and Satisfaction of Having Degree. These possible benefits were also combined into three scales of importance for Work, Education and Personal types of benefits. Work related benefits received the highest average ranking (4.37), followed by Education benefits (4.10) and Personal benefits (3.98).

Lastly, the students identified work changes they expected to occur as a result of participating in the program. Table G gives the percent of the students who expect each of the changes to occur.

Table G

Expected Job Changes as a Result of Program

Change	Percent of Students Who Expect Change
Change to a Different Job	83%
An Increase in Respect from Employer and/or Co-workers	59%
An Increase in Job Responsibility	50%
A Promotion or Increase in Pay or Benefits	48%
An Increase in Job Security	45%

N=111

Students were instructed to check all changes they expected to occur. Therefore, percents sum to greater than 100%.

Students expected a surprising amount of change to occur as a result of the program. In spite of the fact that 50 percent of the students already with the elderly, eighty three percent of the students expected to change jobs following the program. Approximately half of the respondents expected each of the other job changes with somewhat more students expecting changes in Respect (59%) and Responsibility (50%) than expected the more concrete changes of Promotions (48%) and Job Security (45%)

B. Counseling

As the students completed the program they were asked which services of the College they had needed and how well those services had met their needs. Their response is presented in Table H.

Table H

Assistance From College

	Percent of Students Who Needed the Service	Percent of Those Students Who's Need Was Met "Some" or "Fully"
Ease in Enrolling and Registering	100%	94%
Flexible Scheduling of Classes and Other Learning Experience	99%	97%
Convenient Locations for Classes, Seminars	98%	97%
Flexibility in Curriculum	98%	97%
Opportunity to Interact with Other Students	98%	100%
Availability of Library Resources	97%	99%
Availability of Faculty	97%	97%
Encouragement by Program Staff and Faculty	97%	97%
Communication With Program (Newsletter, Letter, Phone)	95%	97%
Access to College Services at Convenient Times	95%	96%
Availability of Academic Counseling	94%	98%
Availability of Financial Assistance	87%	95%
Availability of Program Staff	86%	95%
Assistance in Designing Own Program	85%	96%
Orientation Program	78%	89%
Availability of Vocational Counseling	70%	84%
Availability of Personal Counseling	67%	96%
Availability of Placement Services	49%	69%

The services are listed in order of the proportion of students who expressed a need for the service. As is evident from the table, the rate of need for the services was very high. The only services needed by less than eighty five percent of the students were the Orientation Program, Personal and Vocational Counseling and Placement Services. Apparently the students have personal support networks elsewhere which make this service less necessary to them than others. The lower need for vocational counseling and placement services is indicative of a group of students who have their work plans settled.

Column two of the table reports the proportion of students who needed the service and also reported that the need was met either to some extent or fully. The program performed well in all areas with the exception of placement services. Thirty percent of the students who needed placement services reported that their need went unmet. This is perhaps inevitable in a job market as depressed as is the current market of greater Detroit. It may also reflect the disappointment of the students who are within a month of completing the program and do not yet have job prospects. Whatever the reason, it is important to consider in the planning and administration of a program such as this, that while fewer students need placement services than other services, for those who do, it is a difficult need to meet. All possible efforts should be made to assist graduates in finding work.

C. Retention

The Certificate Program in Aging and Mental Health admitted one hundred sixty eight students, graduated one hundred and thirty and expects to graduate seven more. Not only did this exceed the project goal of graduating one hundred and twenty students but it also reflected a completion rate of eighty one percent. In an effort to discover what factors made it necessary for students to interrupt or withdraw from their studies, all available student characteristics were examined in relation to completion of the program. Students were also asked about difficulties which had hindered their schooling or made it necessary to interrupt or withdraw from the program.

No relationship was found between the demographic characteristics of the students and completion rates. Age, marital status, number of children, ages of children, work status and experience with the elderly were all unrelated to completion. The social characteristics, self perception, aspirations and plans, described under recruiting also proved unrelated to finishing the program. The only item which proved related to completion rates was the knowledge pretest given to groups B and C (Table I).

Table I
Knowledge Pretests and Completion of Program

	Mean Score of "Completed" Students	Mean Score of "Withdrew" Students	
Knowledge and Attitude Pretest - Group A	78.8	74.9	NS
Knowledge Pretest Groups B and C	72.6	60.4	$P<.05$

The students from groups B and C who completed the program scored significantly higher on the pretest than the students who withdrew. There was, however, no relationship between prior experience with the elderly and completion suggesting that the problem may be academic difficulty rather than lack of background. The version of the pretest given to the Group A students differed from the form given to Groups B and C, in that it contained a combination of attitude and knowledge items. Apparently, there is less difference between the groups in attitudes than in knowledge alone.

The students themselves reported, as a part of the posttest, on factors which they felt had hindered them during the program. Table J reports the percent of students who indicated that an obstacle had hindered them in earlier experience with schools and/or during this program. This table is limited to the students who completed the program. Students who withdrew did not complete the posttest.

Table J
Obstacles Encountered Prior To and During the Program

	Percent of Students Reporting Obstacle	
	Delay Prior to Program	Hindered During Program
Demanding Family Responsibilities	68% (71)	62% (65)
Financial Reasons	49% (50)	41% (42)
I Didn't Really Know What I Wanted	42% (43)	16% (16**
My Job Was Too Demanding	14% (14)	33% (34)**
I Didn't Think I Needed a College Degree	14% (14)	2% (2)**
Inadequate Academic Preparation	9% (9)	9% (9)
Changed Residence	3% (3)	11% (11)*
Military Service	1% (1)	
N=104		

*P<.05
**P<.001

The most frequently cited obstacles for the students remained Family Responsibilities and Financial Reasons. While there was no significant change in the frequency with which these problems were cited there were considerable changes in most of the others. The proportion of students who cited Didn't Know What I Wanted and Didn't Think I Needed a College Degree dropped significantly. Conversely, the proportion of students who experienced problems because of a Demanding Job or Changed Residence increased significantly. It is important to consider when working with a population such as this that while they have resolved most of their problems of lack of direction, they face many conflicting demands for their time and the ever present need for financial resources. The fact that all of these people finished the program, in spite of the obstacles cited, indicates that the program has sufficient flexibility to allow it to merge with the already full lives of these students. There are never enough financial resources to meet all of the needs of the students, but it must remain a high priority, especially for programs which work with non-traditional students to guide them to the resources available.

In the follow-up survey, students who had interrupted their studies or withdrew from the program were asked to check the reasons they had done so. The responses are presented in Table K.

Table K
Reasons for Interrupting Studies During Program

Reason	Proportion of Interrupted Students Reporting Reasons
Demanding Family Responsibilities	57%
Financial Reasons	54%
Demanding Job Responsiblities	14%
Moved	14%
Decided that the Certificate Would Not Help Me Reach My Goal	4%
Changed to a Different Area of Study	4%
Didn't Know What I Wanted	4%
Inadequate Academic Preparation	-
Military Service	-

N = 28

The reasons for withdrawal from the program were almost identical to the problems faced by the students who completed the program. Family Responsibilities, Financial Reasons and Job Responsibilities remained at the top of the list. Given their prevalence in the student population, it is apparently a matter of extent of the problem and available resources for coping which determines completion rather than type of problems faced. There was some variation in the less frequent problems. Moving was more frequently a reason for withdrawal than it was a problem in general and Didnt Know What I Wanted and Inadequate Academic Preparation were less so. This is somewhat surprising given the relationship of incoming test scores and completion. The reason may be that the lack of preparation itself is not seen as the problem. The volume of work the less prepared students find they must do to keep up may simply tip the balance in favor of the competing obligations over completion of the program.

D. Assessment

As the students in Group A entered and completed the program they were given a test which measured their knowledge of and attitudes toward the elderly. In the first year of the project the pretest was revised to become a more purely knowledge test which was administered to Groups B and C. The results of these tests are presented in Table L.

Table L

Assessment Tests

		Pretest Score	Posttest Score
Group A (Attitude and Knowledge)	N=37	78.9	80.0
Groups B and C (Knowledge)	N=70	73.8	81.8*

*P<.001

The inclusion of attitude material in the test for Group A resulted in a high pretest score. As would be expected for students choosing to study gerontology, the students had generally positive attitudes toward the aged. The test, however, was not effective in measuring changes in knowledge for the group.

The test given to Groups B and C was more strictly a knowledge test. The students scored lower on the pretest than Group A had for the attitudes, but made significant gains in knowledge during the program.

SUMMARY

The Certificate Program in Aging and Mental Health has comfortably exceeded its goal of recruiting and retraining one hundred twenty students. The students in the program are clearly upwardly mobile educationally in that both their spouses' education and their own educational aspirations clearly exceed the education levels of their parents. In spite of their high educational goals, the majority of the students have been out of school. The most common reasons given for interrupting their education were Family Responsiblities, Financial and Not Knowing What I Wanted. The returning students exhibit confidence in their abilities, rating themselves on the positive side of average on all general and academic abilities except Mathematical Ability. Their ratings indicate that they see themselves as strong and determined to succeed.

The most important factors the students were looking for in a program were Low Cost and Ability to Continue Working. These were followed by items concerned with quality of the learning experience and expedience of the program. The students placed the most importance on Work related benefits of the program followed by Educational and then Personal benefits. Among the work related changes they expected to occur the most frequently mentioned was a change of jobs followed by increases in respect and responsibility.

The services provided by the College received excellent ratings for needs met. The only area in which student need markedly exceeded the help available was in Availability of Job Placement Services.

The problems which students most often said hindered them during the program or forced them to withdraw were Family Responsibilities, Financial and Job Responsibilities. Withdrawal was also related to low scores on the Knowledge pretest (Groups B and C) indicating that the burden of keeping up for unprepared students may have compounded the effects of a conflicting demand for their time.

The assessment of attitudes and knowledge in Group A indicated positive attitudes toward the elderly among the incoming students. The pre and post knowledge test of Groups B and C found significant improvement over the course of the program.

GOAL 3

The third goal of the Aging and Mental Health Certificate Program was to contribute to meeting the mental health needs of the elderly. This was to include positive interaction between students and elderly clients. Students were also expected to demonstrate the ability to work within an agency framework. The evaluation of this goal contains two major components. The first is an assessment of students' performances in the program-directed field placements. The second goal examines the students' work experiences in the field. Finally, the relationship between field placement and employment is explored.

A. Field Placement

Student performance in field placement was evaluated by the agency supervisor in each of four areas: Relationship with Clients, Knowledge of Agency, Relationship with Co-Workers, and Personal Development. Table A presents the overall evaluation of students for each area.

Table A

Evaluation of Each Area of Field Placements

Client Relationships	Knowledge of Agency	Co-Worker Relationship	Personal Development
317	318	343	325

Scale: Needs Improvement (100), Average (200), Above Average (300), Excellent (400)

The overall evaluation for each area of the field placement fell between Above Average and Excellent on the scale. The highest area of overall evaluation was Relationship with Co-Workers (343) followed by Personal Development (325). The overall positive evaluation indicates that the host agencies have found the students valuable additions to their staff.

Evaluations for individual students ranged from a low of 133 to a high of 400. To learn if there are attributes of students which determine how they will perform in field placement, the evaluation scores were related to the demographic characteristics of the students, current or previous work with the elderly, and their goal in entering the program.

Supervisor ratings were not statistically related to the age of the trainee. Table B does show, however, that 30-39 year old trainees are rated slightly higher than other trainees in all areas except personal development. These results indicate that in this field age is no handicap to performing well. In fact, if there is an age group which is likely to have age-related difficulty, it will be the under 30 group. Just as it has been a problem with youth-oriented fields where the older worker may have a handicap, so it appears that the younger worker may experience more obstacles in working with the aged.

Table B

Field Placement Evaluations for Each Age Group

Age		Client Relationships	Knowledge of Agency	Co-Worker Relationship	Personal Development
under 30	(N=27)	294.6	296.0	325.2	304.2
30-39	(N=26)	325.1	334.4	358.5	333.0
40-49	(N=27)	321.8	322.5	349.3	334.0
50+	(N=20)	322.9	311.6	337.0	334.8

Scale: Needs Improvement (100), Average (200), Above Average (300), Excellent (400)

The race of the trainee was also unrelated to their evaluations (Table C). Non-whites tended to have higher evaluations, but the difference is not statistically significant. This also is an encouraging result. There is no evidence of any prejudice against the non-white students in the placement evaluations.

Table C

Field Placement Evaluations
for White and Non-White Students

Race		Clients Relationships	Knoweldge of Agency	Co-Worker Relationship	Personal Development
Non-White	(N=18)	327.3	325.8	350.5	332.3
White	(N=86)	313.5	315.0	340.7	323.2

Table D shows the evaluation scores for males and females. The fact that only 5 men were rated makes it difficult to interpret any differences in scores. There is no evidence in the information which is available that there is any significant difference between men's and women's scores.

Table D

Field Placement Evaluations
for Male and Female Students

Sex		Clients Relationships	Knowledge of Agency	Co-Worker Relationship	Personal Development
Female	(N=98)	316	317	341	325
Male	(N=5)	309	296	350	307

No relationship was found between field placement evaluations and either marital status or having children in the home (Table E). There is no indication that the additional responsibilities in any way led the students to neglect their obligations to their host agencies.

Table E

Field Placement Evaluations
and Family Responsibilities

Family Status		Client Relationships	Knowledge of Agency	Co-Worker Relationship	Personal Development
Single	(N= 39)	317	313	341	321
Married	(N=66)	315	319	343	327
Kids	(N=50)	325	330	344	331
No Kids	(N=19)	324	325	351	335

Family income does, however, have a relationship to a trainee's ratings. Those trainees with exceptionally low incomes (less than $3000) had significantly lower ratings than the other trainees (Table F). It is quite possible that financial pressures prevented low income students from devoting one-hundred percent of their efforts to the program. It is also possible that if supervisors and clients know that the student is poor, she is not given the benefit of the doubt.

Table F

Field Placement Evaluations
and Student Income

Income		Client Relationships	Knowledge of Agency	Co-Worker Relationship	Personal Development
Less than 3000	(N=19)	278	276	314	293
3000-9999	(N=20)	342	356	366	361
10,000+	(N=20)	352	351	356	348

To determine if field placement ratings are an effect of how much experience the student has with the elderly, an analysis of variance was done for field placement ratings and prior or current work with the elderly. No relationship was found between the ratings and either prior or current employment with the elderly. Apparently, ratings are not adversely affected by inexperience.

Each student on entry to the program ranked several possible benefits of the program in terms of importance to her. These responses were made into three scales for the importance of work-related benefits, education benefits, and personal growth benefits. These scales were correlated with the field placement evaluations to determine if the goals each student was seeking through the program were related to performance in the field placement. Table G presents the results.

Table G

Correlation of Student Goals and Field Placement Evaluations

	Client Relationships	Knowledge of Agency	Co-Worker Relationship	Personal Development
Importance of Personal Growth Benefits	-.09	-.28*	-.20	-.23*
Importance of Educational Benefits	.22*	.21*	.27**	.23*
Importance of Work-Related Benefits	.02	.01	.00	-.06

$*P < .05$
$**P < .01$

The importance of work-related benefits to the student was not related to field placement evaluations. Knowing,when a student enters the program how important work-related benefits are to her,would not help to predict how she would perform in field placement. The importance of personal growth benefits to the student was significantly negatively related to field placement performance in the areas of Knowledge of Agency and Personal Development. Conversely, the importance of educational benefits to the student was significantly positively related to field placement evaluations in all areas. Evidently, the students who view the program as an educational "stepping stone" value the experiential learning as highly as the academic learning. This does not appear to be true for students who place a high value on personal growth benefits.

B. Work

Although the students obviously have contributed to meeting the needs of the aged in their field placement duties, this is by definition a temporary situation. Even more important is the continued utilization of the skills learned during the program in work or volunteer settings following graduation. Information was collected on the students' work and volunteer experiences with the aged before, during, and after participation in the program.

In responding to the follow-up survey, the students reported the type of services they provided to the aged before entering the program and after completing it. Table H presents the students' responses.

Table H

Number of Students Providing Services to Aged
Before Entry To and After Completion of the Program

	WORK				VOLUNTEER			
Type of Interaction With Aged	Before Entry	After Completion	Change	Percent Change	Before Entry	After Completion	Change	Percent Change
One-to-One Work With Aged	23	26	+3	+13%	10	15	+5	+50%
Group Activities	16	23	+7	+44%	8	8	0	NC
Leadership	17	23	+6	+35%	5	8	+3	+60%
Facilitation	11	19	+8	+73%	5	9	+4	+80%
Information/ Referral	15	22	+7	+47%	6	10	+4	+67%
Counseling	10	17	+7	+70%	4	10	+6	+150%
Health	8	9	+1	+13%	0	5	+5	*
Transportation	8	8	0	NC	7	7	0	NC
Escort	4	5	+1	+25%	4	4	0	NC
Advocacy	10	15	+5	+50%	8	10	+2	+25%
Personal Care	16	15	-1	-6%	6	7	+1	+17%
Homemaker Service	5	5	0	NC	3	4	+1	+33%
Friendly Visiting	6	10	+4	+67	16	20	+4	+25%
Assessment	11	19	+8	+73%	5	10	+5	+100%
Chore Service	2	4	+2	+100%	3	3	0	NC
Education Experience	6	13	+7	+117%	2	5	+3	+150%
Outreach	4	10	+6	+150%	6	9	+3	+50%
Administration	12	20	+8	+67%	5	6	+1	+20%

NC - No Change
* - Cannot be Calculated

In almost all areas, the number of students providing a type of service increased. For services provided as part of paid work, fifteen out of eighteen areas increased in the number of people providing that type of service. The greatest increases proportionally were in the areas of Outreach (150%), Educational Experiences (116%), and Chore Services (100%). The greatest numbers of people took on new responsibilities in the areas of Administration (8), Assessment (8), and Facilitation (8). The only loss occurred in the area of Personal Care which decreased from sixteen to fifteen people (6%).

Volunteer work showed an increase in fourteen of the eighteen areas. However, somewhat different areas of service opened up for volunteer workers. The greatest proportional increases occurred in the areas of Health (from none to five), Counseling (150%), Educational Experiences (150%), and Assessment (100%). The greatest numerical increases occurred in the areas of Counseling (6), Assessment (5), Health (5), and Working One-to-One (5). No changes occurred in the areas of Chore Services, Transportation, Escort Service, and Group Activities. The difference between the areas of increase in work versus volunteer settings indicates that the workers produced by the program are bringing their skills not only to the areas of need recognized by the funding of services, but also to those areas of service in which need clearly exceeds the available funding.

The students reported at entry to and completion of the program the types of agencies in which they were working with the aged. Their responses are presented in Table I.

Table I

Number of Students in Each Type of Agency

	Recreation	Nutrition	Health Care	Housing	Education	Transtation	Mental Health	Social Services
At Entry	15	14	18	8	9	9	13	8
At Completion	29	19	22	14	16	20	25	16
Change	14	5	4	6	7	11	12	8
Percent Change	93%	36%	22%	75%	78%	122%	92%	100%

Proportionally, the demand for workers in new areas was highest in the areas of Transportation (122%), Social Services (100%), Recreation (93%), and Mental Health (92%). Numerically, the most workers moved into the areas of Recreation (14), Mental Health (12), and Transportation (11). Unlike the results for the types of service provided, these two groups are basically the same.

The importance of the field placement as a route to new areas of work with the aged is demonstrated by Table J.

Table J

Graduates Entering Each Area of Service Who
Also Did Field Placement in That Area

	Students Entering Area On Graduation	Students Who Also Did Placement in in That Area	% of Workers Entering Area Who Also Did Placement in That Area
Recreation	30	10	33%
Nutrition	16	8	50%
Health Care	16	7	44%
Housing	15	6	40%
Education	17	11	65%
Transportation	21	8	38%
Mental Health	36	35	97%
Social Services	12	10	83%

In each area a sizeable proportion of the students entering the area of service for the first time had also done field placements in that area. This relationship was the strongest in the areas of Mental Health (97%) and Social Services (83%). Clearly, the field placement is an essential bridge from the academic preparation to actual work in the area.

SUMMARY

The students' contributions to meeting the mental health needs of the elderly were evaluated for both field placement and employment. On the average, students of the program were rated between Above Average and Excellent by their agency supervisor. Field placement ratings were not affected by the students' race, sex, or family responsibilities. Students between the ages of thirty and thirty-nine were rated slightly better than other age groups, particularly students under thirty. Extremely low income was related to lower evaluations. The importance of educational goals to the student was positively related to field placement evaluations, while students who attached more importance to personal fulfillment goals received lower placement evaluations.

During the program, the number of students providing a service as a part of their jobs increased for fifteen out of eighteen types of service. Volunteer services increased in fourteen out of eighteen areas. Similarly, the number of students providing services in each of eight types of agencies increased. Analysis of both the field placements and work of the students indicated that participation in a field placement led to employment in the same agency or type of agency.

GOAL 4

The fourth goal of the Certificate Program in Aging and Mental Health was the provision of assistance to trainees in obtaining their goals. This was to include the students' academic, professional and personal goals. This section of the evaluation report is presented in three parts, each examining the accomplishments of the program for one type of goal.

A. Academic

The first step in assessing the help provided by the program in the students' attainment of their academic aspirations is to identify the aspirations. Students were asked both at entry and completion what was the highest degree they intended to achieve. Table A presents the relationship of student responses before and after the program.

Table A

Academic Aspirations at Entry and Completion

	Aspirations at Entry			
Aspirations at Completion	Associate	Bachelor	Master	Don't Know
Associate (4%)	0	2	0	2
Bachelor (36%)	2	26	6	5
Master (47%)	1	14	30	6
Don't Know (14%)	1	4	1	9
N=109	4%	42%	34%	20%

Rise in Aspirations Significant at .001 Level

Summary of Table A

Students Decided at Entry and Completion		Students Undecided at Entry or Completion	
Who Kept Same Goal	51%	Who Remained Undecided	8%
Who Raised Goal	16%	Who Reached Decision	12%
Who Lowered Goal	7%	Who Became Undecided	6%

About half of the students were consistent from entry to completion in the level of education they intended to achieve. Sixteen percent raised their academic aspirations and only seven percent lowered them. Eight percent of the students remained undecided throughout the program while twelve percent reached a decision and six percent became undecided. It appears that not only did the program help students to achieve academic goals, it also influenced the academic goals they set for themselves. Although there was consistency of goals for many students there was also a tendency for students to upgrade aspirations. At completion of the program forty seven percent of the students intended to achieve a Masters degree, thirty six percent a Bachelors and only four percent an Associates.

The students Educational Aspirations were also examined in relation to the importance to them of Work, Personal, and Educational Goals. (Table B)

Table B

Goals for the Program and Academic Aspiration

Pretest	Associate	Bachelor	Master	
Personal Goals	3.8	4.2	4.0	NS
Work Goals	4.0	4.3	4.3	NS
Educational Goals	3.5	4.0	4.5	*
N=103				
Posttest				
Personal Goals	4.2	4.3	3.9	NS
Work Goals	5.2	4.2	4.3	NS
Educational Goals	4.0	3.8	4.6	**
N=80				

Scale: Most Important (6) to Least Important (1)

$*P < .05$
$**P < .01$
NS: Non-Significant

There were no relationships between the importance of Work and Personal Goals and Educational Aspiration. The importance of Educational Goals was, however, positively related to Educational Aspiration, both at entry and completion of the program. As would be expected, the further the student intended to go academically, the more important the role of the program as an educational stepping stone was to her.

The question then arises if the students do use the program as a link to further education. The follow-up survey asked students what educational activities they had participated in or intended to participate in since leaving the program. Table C presents the responses.

Table C

Continued Education Following Program

Education Activity	% of Students Who Have Done	% of Students Who Plan To Do
Continue/Increase Reading About Aged	82%	65%
Attend Lectures/Seminars/Workshops	63%	61%
Enroll in Classes	48%	43%
Complete Associate's Degree	9%	18%
Complete Bachelor's Degree	28%	44%
Complete Master's Degree	2%	41%
Enter Doctoral Program	-	6%
	N = 89	N = 106

The responses indicate a high interest in continued learning. Eighty-two percent of students were still reading in the area, and sixty-three percent had attended lectures, seminars, or workshops. Excellent evidence for the value of the program as a stepping stone to further education were the responses that nine percent of the graduates had completed an Associate's, twenty-eight percent a Bachelor's, and two percent a Master's Degree in the short time they had been out of the program. This is especially impressive in light of the fact that these were older students with multiple responsibilities.

To discover the extent to which the students who had completed degrees would continue further, the responses for degrees obtained were related to plans to obtain the next degree up. The results are presented in Table D.

Table D

Education Attained and Planned

	% of Students Who Have Attained		
Plan to Attain	N=8 Associate	N=23 Bachelor	N=2 Master
Bachelor	87%		
Master		61%	
Doctorate			50%
N=87			

An impressive eight-seven percent of the students who had completed an Associate's Degree planned to obtain a Bachelor's. Sixty-one percent of the students who gained a Bachelor's planned to go on for a Master's, and half of the students with a Master's planned to go on for a Doctorate.

It is clear from the information covered that the program has assisted the students along their way academically, but has it sent them along any better prepared for the task? On entry to the program and at completion, the students were asked to rate their academic skills. The average ratings are presented in Table E.

Table E

Change in Perception of Academic Skills

	Pre	Post	Chg.	
Ability to Select and Use the Most Efficient Means for Collecting Information From Appropriate Sources	2.25	2.41	.16	**
Ability to Locate and Collect Information	2.40	2.55	.15	**
Ability to Organize, Analyze, and Evaluate Information	2.38	2.50	.12	*
Ability to Formulate Questions	2.29	2.41	.12	*
Ability to Identify the Kinds of Information Required to Answer Questions	2.37	2.45	.08	
Ability to Prepare Answers, Communicate Them to Others	2.31	2.37	.06	

N = 100
Scale: Below Average (1), Average (2), Above Average (3)
* $P < .05$
** $P < .001$

In four of the six areas in which students rated themselves, there were significant improvements from pre to post in the ratings. The students were leaving the program more confident of their academic abilities than they were when they entered.

B. Professional

The students entered the Certificate Program in Aging and Mental Health with varying backgrounds in Gerontology. To assess where they wanted to go professionally, they were asked what work-related changes they expected to occur as a result of the program (Table F).

Table F

Expected Job Changes at Entry and Completion

	Pre	Post	
A Promotion or Increase in Pay or Benefits, N=65	45%	22%	*
An Increase in Job Responsibilities, N=61	44%	34%	
An Increase in Job Security, N=61	44%	33%	
A Change to a Different Job, N=69	86%	61%	*
An Increase in Status or Respect from 1 Employer and/or Co-workers, N=62	68%	55%	

* $P < .01$

The most frequently expected work-related change was clearly a change of jobs (86%) followed by an increase in respect 68%. Promotions or increases in pay and increases in job responsibility and security were all expected by around forty-four percent of the students. During the program some of the students' expectations changed dramatically, reflecting perhaps an increased realism about the job market as graduation approached. There were significant decreases in the proportion of students who expected job changes and promotions or increases in pay or benefits. In all areas of job change, there was a strong relationship between expecting a job change and actually experiencing it (Table G).

Table G

Job Changes Expected at Completion and Actual Job Changes

	Students Who Expected the Change At Completion	Percent of Expecting Students Who Experiences the Change	
A Promotion of Increase in Pay or Benefits	20%	78%	*
An Increase in Job Responsibilities	33%	70%	*
An Increase in Job Security	33%	76%	***
A Change to a Different Job	56%	63%	*
An Increase in Status or Respect from Employer and/or Co-Workers	57%	70%	**

P .05
P .01
P .001

Evidently, the students were very realistic in their expectations by the time they completed the program. Even in the area of Job Change, sixty-three percent of the students who expected the change at the end of the program experienced it by the follow-up survey questionnaire.

The students were asked about other work-related changes in addition to these as a part of the follow-up survey. Table H presents the proportion of students who reported each change.

Table H

Work Status Changes

Change	% of Students Reporting Change
Improved Quality of Work	77%
Increased Respect from Co-Workers	47%
Increased Respect from Employer/Supervisor	47%
Responsibilities Have Changed/Increased	40%
Increased Job Security	31%
Changed Jobs	24%
Become Employed	17%
Increase in Pay/Benefits	13%
Promotion	11%
N = 75	
% Reporting at Least One Positive Work Change	96%

By far the most frequently reported change was an improvement in the quality of the students' work (77%). This was followed by increased respect from co-workers (47%), from employer (47%), and increased responsibilities (40%). The more major and concrete the change, the less likely it was to occur. The least frequently mentioned changes were finding or changing jobs, increases in pay/benefits, and promotion. Nevertheless ninety-six percent of the students who had worked with the elderly at some time since graduation reported at least one type of positive job change.

Prior to enrollment in the program, only thirty-eight percent of the students reported having worked with the elderly. During the course of the program, this increased to fifty percent. By the time of the follow-up survey, eighty-four percent of the students had worked with the elderly, although only sixty-five percent were currently doing so. When the proportion of students working with the elderly is broken down by time since graduation, seventy-two percent of the students who have been out of school for more than a year were working with the elderly, while only sixty-four percent of those out for less than a year were.

When the thirty-five percent of the students who were not currently working with the elderly were asked to check off reasons, they gave the following responses (Table I).

Table I

Reasons For Not Working With Elderly

Reasons For Not Working With Elderly		% of Students Not Working With Elderly
Demanding School Work		44%
Program was a "Stepping Stone" to Further Education		44%
Unable to Find Job		24%
Took Program to Help Parents		21%
Took Program to Understand Own Aging		18%
Located Job, But It Didn't Pay Enough		11%
Do Not Want to Volunteer	N = 38	5%

The most frequently given reason for not working with the elderly was continuing education (44%). Following this, was inability to find a job (24%). Twenty-one percent of the students not employed in the field reported that they had taken the program to help their parents, and eighteen percent, to understand their own aging. Although students were instructed to check as many categories as applied, the results indicate that only about a third of the students who are not working with the elderly are involuntarily out of the field. The remainder are pursuing further education or applying their education in informal settings.

To learn how the students feel their work with the elderly has been changed, they were asked in the follow-up questionnaire about their use of selected skills with the elderly (Table J).

Table J

Change in Use of Skills in Work With Elderly

Skill	Change In Use of Skill
Listening to Them	4.49
Provide Information to Them	4.35
Use Questions to Clarify Issues	4.17
Advocate for Them	4.14
Identify Goals/Objectives With Them	4.01
Make Referrals For Them	3.98
Reveal Some of Myself to Them	3.97
Interfere For Them	3.84
Not Assuming to Know the Source of Their Problems	3.04
Refrain From Giving Advice to Them	2.75

Scale: Use Much Less (1), Use Some Less (2), Use About Same (3)
Use Some More (4), Use Much More (5)

The most positive changes in use of skills were reported for listening and providing information. It is apparently easier to learn good habits than to give up bad ones. There was virtually no change in assuming to know the source of the elderly clients' problems and even a slight negative change in the tendency to give advice. Overall, however, the changes were strongly positive.

C. Personal Goals

The last part of Goal 4 to be evaluated is the committment to help students achieve personal goals. Because it was not within the scope of the evaluation to attempt to determine the personal goals of individuals, the assessment is approached from the direction of the program.

Capabilities, skills, and areas of information which were the focus of the program are assessed for the value they have provided in the students' personal lives.

As a part of the follow-up study, the students were asked how a number of their characteristics and abilities had changed as a result of the program. Table K presents their responses.

Table K

Student Ratings of Changes in Themselves Due to the Program

		Rating of Change
Awareness of Own Values		6.05
Confidence in Self		6.00
Confidence in Work		5.97
Ability to Understand Others		5.91
Ability to Communicate Effectively		5.86
Ability to Initiate Ideas or Programs		5.86
Ability to Handle Responsibility		5.71
Ability to Manage Time		5.52
Ability to Accept Criticism		5.44
Ability to Accept Help		5.44
N = 109	Overall	5.78

Rating Scale: Decreased Very Much (1) to Increased Very Much (7)

The students felt that the program had helped them to increase their capabilities in all areas, especially the areas of self-awareness and self-confidence.

The students were also asked if they were using several of the interpersonal skills emphasized in their training in their personal lives (Table L).

Table L

Use of Learned Skills in Personal Life

Skills	Average Change Rating
Listening to Others	4.47
Using Questions to Make Sure I Understand What Others Tell Me	4.37
Offering Information to Others	4.22
Putting My Priorities in Order	4.22
Standing Up For Others	4.19
Assertiveness	4.04

N = 112

Scale: Use Much Less (1), Use Some Less (2), Use About Same (3)
Use Some More (4), Use Much More (5)

The students reported using all of the skills more often in their personal lives as a result of the program. The greatest increases were reported for Listening to Others and Using Questions to Make Sure I Understand What Others Tell Me.

A similar question was asked about use of information covered in the program in the students' personal lives (Table M).

Table M

How Much Do You Use This Type of Information From the Program in Your Daily Life (Compared to Before Program)

Type of Information	Average Use of Information
Mental Health	4.41
Information on Inter-Personal Relationships	4.32
Information on Community Resources	4.29
Medical	4.19
Information on the Political System	3.89
Nutrition	3.78

N = 108

Scale: Much Less (1) to Much More (5)

The students reported using all types of information more than they had before their participation in the program. The greatest increases were reported for Mental Health Information and Information on Inter-Personal Relationships.

The students were also asked in what areas of their personal lives the information was useful (Table N).

Table N

How Does the Information Learned Apply in These Areas of Personal Life

Area	Average Rating
Understanding Aging of Friends and Relatives	3.90
Understanding Own Aging	3.87
Understanding People Met in Daily Life	3.81

N = 113

Scale: Not at All (1) to Very Much (4)

The area in which they found the information most useful was in Understanding the Aging of Friends and Relatives followed by Understand Own Aging. All of the areas received ratings near the top of the scale.

At entry to and completion of the program and in the follow-up survey, the students compared themselves to people in general on a number of personal traits. Table O presents the overall results for the three testings.

Table O

Scores for Self-Perception

	Pre	Post	Follow-Up	
N = 111	3.65	3.76		*
N = 110	3.67		3.83	*
N = 86		3.78	3.83	

Scale: Lowest (1), Below Average (2), Average (3), Above Average (4) Highest (5)

* $P < .001$

Significant improvement occurred in how the students viewed themselves from entry to completion of the program. The change from entry to the follow-up was even greater. There was not a significant amount of change, however, from the post-test to the follow-up survey. Because most of the change occurred while students were in the program, this time frame was used for a closer examination of the changes for individual traits (Table P).

Table P

Change in Self-Perceptions

Traits	Rank Pre	Rank Post	Score Pre	Score Post	
Independence	1	2	4.07	4.10	
Motivation to Achieve	2	1	4.03	4.13	
Persistance	3	3	3.94	4.06	
Reading Ability	4	4	3.72	3.85	*
Resourcefulness	5	5	3.66	3.84	**
Academic Ability	6	6	3.61	3.76	**
Writing Ability	7	7	3.50	3.66	**
Originality	8	8	3.49	3.61	
Mathematical Ability	9	9	2.80	2.84	

N = 110

Scale: Lowest (1), Below Average (2), Average (3), Above Average (4), Highest (5)

* $P < .05$
** $P < .01$

There were positive changes on all of the traits which contributed to the significant change overall. The individual traits on which the students made significant gains were among the traits for which they had been least confident. The students' three strongest areas on the pre-test, Independence, Motivation to Achieve, and Persistence remained the highest in spite of modest gains pre to post. The four following areas from the pre-test, Reading Ability, Resourcefulness, Academic Ability, and Writing Ability, all showed significant gains during the program. The lowest two areas, Originality and Mathematical Ability showed insignificant changes. Because the area of significant change were all areas in which this program clearly would make demands on the students and provide the impetus for improvement, the results for Originality and Mathematical Ability suggest that the program makes insufficient demands in these areas.

The last analysis done was a correlation of the areas of personal benefit to determine if different students derive different types of benefits or if students derive similar levels of benefit in all areas (Table Q).

Table Q
Correlation of Growth Measures

	Self Perception	Personal Growth	Use of Information	Use of Skills
Self Perception	1.0			
Personal Growth	.22*	1.0		
Use of Information	.25**	.53***	1.0	
Use of Skills	.15	.66***	.59***	1.0

N = 110

* P <.05
** P <.01
*** P <.001

The areas of Personal Growth (Table K), Use of Information (Table M), and Use of Skills (Table L) were all highly related. The students who felt they benefited greatly in one area tended to feel the same about the others as well. Gains in the Self Perception measure (Table P) were positively related to Personal Growth and Use of Information, but not as strongly as the other measures were interrelated.

SUMMARY

There is every indication that the program has been highly effective in assisting students in achieving academic goals. The students, as a group, have raised their academic aspirations during the program. At completion, forty-seven percent expressed intentions to complete a Master's degree; thirty-six percent, a Bachelor's degree; and four percent, an Associate's degree. Twenty-eight percent of the students who responded to the follow-up question have received a Bachelor's degree in the brief period of time since graduating from the program. Nine percent report receiving an Associate's degree and two percent, a Master's degree. Sixty-seven percent of those students plan to continue on for the next higher degree. Not only are the students going on, but in their own judgement, they are going on better prepared. There were significant improvements in the students' evaluations of their academic skills from when they entered the program to completion.

The students entered the program with high expectations of changes in their work, particularly in the areas of changing jobs and increased status and respect. By graduation, these expectations had tempered somewhat to reflect a more realistic appraisal. With the exception of a change of jobs, all of the areas of change met, or exceeded, expectations for the group as a whole, and there was a strong tendency for individual students to experience the changes they had expected. Ninety-six percent of the students who responded to the follow-up questionnaire reported at least one positive work change, most frequently Improved Quality of Work (77%). Prior to entering the program, only thirty-eight percent of the students had held a job working with the elderly. During training, this rose to fifty-percent; and by the follow-up survey, eighty-four percent of the students had worked with the elderly, although only sixty-five percent were currently doing so. Among students who had been out of the program for more than a year, seventy-two percent were currently working with the elderly. The most frequent reason for not currently working with the elderly was continuing education. Only one-fourth of the non-working students reported having been unable to find a job. When asked about their use of several areas of skill with the elderly, the students reported positive changes in all areas with the exception of a tendency to give advice.

In the area of personal growth goals, the students were asked to rate changes in themselves related to the program in each of ten areas. They reported strongly positive changes in all areas. They also reported using the information and skills they had acquired from the program to enhance their personal lives. The students showed a significant improvement in self-perception from entry to completion of the program, particularly in areas of which they had previously been less confident. It does appear that the students would benefit from more challenge to their mathematical abilities and originality than currently exists in the program. A correlation of the areas of change indicates that students tend to derive similar benefits in all of the areas.

CONCLUSIONS

The final report indicates that the Madonna College Aging and Mental Health Project successfully accomplished all its goals.

- Mental health care of the elderly in the community improved because of the increase of competent paraprofessional workers.

- The program effectively met the educational needs of the trainees and increased their chances for meaningful employment.

- The Gerontology Department added a valuable program to its curriculum and strengthened its ties with the community as well as local and state agencies.

RECOMMENDATIONS

While the Aging and Mental Health Certificate Program may be used as a model for other programs it should be adjusted to regional characteristics and local requirements. As indicated on the questionnaires most students choose this program because it allowed them to combine working and taking care of their families. They liked the flexibility of the curriculum, the alternating night and day classes. The length of the program also seemed appropriate. The atmosphere of acceptance, friendship, and camaraderie which developed among the students served as motivation as well as support throughout the program. The availability of the counselor, who if possible remained the same throughout the training period, contributed greatly to the success of the project.

If we were to repeat the project we would introduce the following modifications.

- More selective recruiting, with special emphasis on academic ability and emotional stability. Those who do not have sufficient academic skills would be required to make up the deficiencies before entering the program.

- Provisions for child care.

- Job counseling and placement services.

- More aggressive recruiting of minority students which would include specialized financial and educational counseling.

- Addition of some mental health components to the class; i.e., interviewing techniques, counseling, understanding the confused patient.

FUTURE PLANS

Continuation of program

The Aging and Mental Health Program will be continued and will become part of the regular gerontology curriculum.

Dissemination of Information

A proposal for a poster presentation was submitted for consideration for the 10th Annual Meeting of the Association of Gerontology in Higher Education (AGHE) in February 1984. The presentation will illustrate the outcomes of the four year training experience.

- The Final Report will be available for distribution to institutions and colleges, and the faculty will assist if requested.
- There will be an informal follow-up of the trainees in another year as to their employment and/or educational status.
- The results of the evaluation will be utilized in the future planning of courses and modification of programs.
- The outcomes and findings of the project will be useful as topics for future scholarly papers and presentations.

Madonna College
Livonia, Michigan
SPECIAL TRAINING PROGRAM
FOR COMMUNITY PERSONS

Faculty and Training Staff for First Year of Project - July 1, 1979 - June 30, 1980

Name/Degree	Rank/Department	Role	Percentage of Time on Grant	Amount for NIMH Grant	Sex
SR. COLLEEN MORRIS/BSN, MA	Assistant Professor/ Gerontology	Project Director	100%	$13,000	Female
MARIANNE GLAZEK/PhD	Assistant Professor/ Gerontology	Instructor/ Field Supervisor	100%	$13,000	Female
BETTY PARKS	Gerontology	Secretary	100%	$ 7,000	Female
KEN RUST/BS	Instructor/ Sign Language Studies	Hearing Impaired Coordinator	Coordinates services for Hearing Impaired Students	Paid for support Ser's $ 1,364	Male
ALICE RAFTARY/MA	Greater Detroit Society for the Blind	Workshop Coordinator	Orientation to Blindness	$ 1,000	Blind Female
Instructors			Courses (Terms Taught)		
PATRICIA HARMON/MA	Instructor/Gerontology	Instructor	Psychology of Aging (I, II, III) Introduction to Gerontology (I, II, III) Social Gerontology (I, III)	Total from NIMH for all instructors $ 1,000	Female
LAURA KOLB/MA	Part-time/Gerontology	Instructor	Pre-Retirement Education (II, III)		Female
JOHN KEELER/MA	Part-time/Gerontology	Instructor	Introduction to Mental Health (I, II)		Male
ANITA HERMAN/MA	Part-time/Gerontology	Instructor	Field Experience and Seminar (I, II, III)		Female
KAREN ROSS/MA	Instructor/Gerontology	Instructor	Educational Gerontology (I, III)		Female
SEONG HAN/PhD	Part-time/Gerontology	Instructor	Physical Aspects of Aging (I, II)		Male
MIKE SIMOWSKI/MA	Part-time/Gerontology	Instructor	Community Resources (I)		Male
SR. GABRIELLE/MA	Assistant Professor/ Home Economics	Instructor	Nutrition for the Aging (I)		Female
PETER MOLONEY/MA	Part-Time/Gerontology	Evaluator/ Consultant	Evaluation for Reports	$ 800	Male

APPENDIX I

Madonna College
Livonia, Michigan
SPECIAL TRAINING PROGRAM
FOR COMMUNITY PERSONS

Faculty and Training Staff for Second Year of Project - July 1, 1980 - June 30, 1981

Name/Degree	Rank/Department	Role	Percentage of Time on Grant	Amount from NIMH Grant	Sex
PATRICIA HARMON/MA	Instructor/Gerontology	Project Director	100%	$13,000	Female
MARIANNE GLAZEK/PhD	Assistant Professor/ Gerontology	Instructor/ Field Supervisor	100%	$13,000	Female
BETTY PARKS	Gerontology	Secretary	100%	$ 7,000	Female
SR. COLLEEN MORRIS/BSN, MA	Assistant Professor/ Gerontology	Chairperson, Gerontology Dept.	10% plus courses	0	Female
KEN RUST/BS	Instructor/ Sign Language Studies	Hearing Impaired Coordinator	Coordinates services for Hearing Impaired Students	Pd.for Suppor $ 1,364	Ser's Male
ALICE RAFTARY/MA	Greater Detroit Society for the Blind	Workshop Coordinator	Orientation to Blindness	$ 1,000	Blind Female
Instructors			Courses (Terms Taught)		
LAURA KOLB/MA	Part-time/Gerontology	Instructor	Pre-Retirement Education (II, III)	Total from NIMH for all instructors $ 1,000	Female
JOHN KEELER/MA	Part-time/Gerontology	Instructor	Introduction to Mental Health (I, II)		Male
ANITA HERMAN/MA	Part-time/Gerontology	Instructor	Community Resources (I)		Female
KAREN ROSS/MA	Instructor/Gerontology	Instructor	Educational Gerontology (I, III)		Female
MARLANA GEHA-MITZEL, PhD	Part-time/Gerontology	Instructor	Physical Aspects of Aging (I, II)		Female
KATHLEEN NEEDHAM/ MA	Instructor/Gerontology	Instructor	Social Gerontology (I, III)		Female
BILL HERMAN/MA	Instructor/Psychology	Instructor	Group Dynamics and Discussion Techniques (I, II) Abnormal Psychology (I)		Male
SR. BRIDGET/MA	Assistant Professor/ Home Economics	Instructor	Nutrition for the Aging (I)		Female
LOUIS DVORKIN/PhD	Part-time/Gerontology	Instructor	Mental Health and Aging (II, III)		Male
PETER MOLONEY/MA	Part-time/Gerontology	Evaluator/ Consultant	Evaluation for Reports	$ 800	Male

Madonna College
Livonia, Michigan
SPECIAL TRAINING PROGRAM
FOR COMMUNITY PERSONS

Faculty and Training Staff for Third Year of Project --- July 1, 1981 - June 30, 1982

Name/Degree	Rank/Department	Role	Percentage of Time on Grant	Amount from NIMH Grant	Sex
PATRICIA HARMON/MA	Instructor/Gerontology	Project Director	100%	$13,000	Female
MARIANNE S.GLAZEK/PhD	Assistant Professor/ Gerontology	Instructor/ Field Supervisor	100%	$12,000	Female
BETTY PARKS	Gerontology	Secretary	100%	$ 7,000	Female
KEN RUST/MA	Instructor/ Sign Language Studies	Hearing Impaired Coordinator	Coordinates services for Hearing Impaired Students	$2,000 In-Kind for Support Services	Male
ALICE RAFTARY/MA	Greater Detroit Society for the Blind	Workshop Coordinator	Orientation to Blindness	$ 1,200	Blind Female
INSTRUCTORS:			COURSES (TERMS TAUGHT):		
LAURA KOLB/MA	Part-time/Gerontology	Instructor	Pre-Retirement Education (II, III)	Total from NIMH for all instructors $ 3,000	Female
JOHN KEELER/MA	Part-time/Gerontology	Instructor	Introduction to Mental Health (I, II)		Male
ANITA HERMAN/MA	Part-time/Gerontology	Instructor	Community Resources (I)		Female
KAREN ROSS/MA	Instructor/Gerontology	Instructor	Educational Gerontology (I, III)		Female
MARLANA GEHA-MITZEL/PhD	Part-time/Gerontology	Instructor	Physical Aspects of Aging (I, II)		Female
KATHLEEN NEEDHAM/MA	Instructor/Gerontology	Instructor	Social Gerontology (I, III)		Female
BILL HERMAN/MA	Instructor/Psychology	Instructor	Group Dynamics and Discussion Techniques (I, II) Abnormal Psychology (I)		Male
SR. BRIDGET/MA	Assistant Professor/ Home Economics	Instructor	Nutrition for the Aging (I)		Female
GAYNELL WALKER-BURT/PhD	Part-time/Gerontology	Instructor	Mental Health and Aging (II, III)		Black Female
PETER MOLONEY/MA	Part-time/Gerontology	Evaluator/ Consultant	Evaluation for Reports	$ 800	Male

Madonna College
Livonia, Michigan
SPECIAL TRAINING PROGRAM
FOR COMMUNITY PERSONS

Faculty and Training Staff for Fourth Year of Project --- July 1, 1982 - June 30, 1983
(PROJECTED)

Name/Degree	Rank/Department	Role	Percentage of Time on Grant	Amount from NIMH Grant	Sex
MARIANNE S. GLAZEK/PhD	Assistant Professor/ Gerontology	Project Director		$ 11,000	Female
ANITA HERMAN/MA	Instructor/Gerontology	Instructor/ Field Supervisor		$ 9,000	Female
BETTY PARKS	Gerontology	Secretary		$ 4,000	Female
KEN RUST /MA	Instructor/ Sign Language Studies	Hearing Impaired Coordinator	Coordinates services for Hearing Impaired Students	Not paid by NIMH funds	Male
					Blind Female
INSTRUCTORS:			COURSES (TERMS TAUGHT):		
LAURA KOLB/MA	Part-time/Gerontology	Instructor	Pre-Retirement Education (II, III)	not paid by NIMH funds	Female
JOHN KEELER/MA	Part-time/Gerontology	Instructor	Introduction to Mental Health (I, II)		Male
KATHLEEN REYNOLDS/MA	Part-time/Gerontology	Instructor	Mental Health and Aging (II, III)		Female
KAREN ROSS/MA	Instructor/Gerontology	Instructor	Educational Gerontology (I, III)		Female
MARLANA GEHA-MITZEL/PhD	Part-Time/Gerontology	Instructor	Physical Aspects of Aging (I, III)		Female
KATHLEEN NEEDHAM/MA	Instructor/Gerontology	Instructor	Social Gerontology (I, III)		Female
BILL HERMAN/MA	Instructor/Psychology	Instructor	Group Dynamics and Discussion Techniques (I, II) Abnormal Psychology (I)		Male
SR. GABRIELLE/MA	Assistant Professor/ Home Economics	Instructor	Nutrition for the Aging (I)		Female
CATHERINE BUCK/MA	Part-time/Gerontology	Evaluator/ Consultant	Evaluation - Final Report	$ 900	Female

APPENDIX II

MADONNA COLLEGE GERONTOLOGY ADVISORY COMMITTEE

Mrs. Betty Andrews
Assistant Dean, Community Services
Schoolcraft College
18600 Schoolcraft Road
Livonia, MI 48151
591-6400, Ext. 409

Mr. Robert Bernstein, Director
Geriatric Screening & Outpatient Service
16030 W. McNichols
Detroit, MI 48235
272-4050

Ms. May Booth, Director
Michigan Association of the Elderly
Deaf and Hearing Impaired
26440 Puritan
Redford, MI 48239
533-5443

Mrs. Shirley Clancy
Title IV-A State Coordinator
Office of Services to the Aging
300 East Michigan Ave., Corr. Bldg.
P.O. Box 30026
Lansing, MI 48909
(517) 373-8560

Miss Louise Comey, Director
Downriver Human Service Ct.
19101 Inkster Road
Romulus, MI 48174
782-0601

Mrs. Loretta Conway
Senior Adult Supervisor
Farmington Hills Park & Recreation
31555 Eleven Mile
Farmington Hills, MI 48018
474-6115

Ms. Yvonne Christopher
Deputy Director
Area Agency on Aging 1-C
28550 Ann Arbor Trail
Westland, MI 48185
425-6340

Rev. William Crenshaw
Fews Memorial Church
456 Palmerston
River Rouge, MI 48218
382-2811

Rachelle Martin Fludd
14581 Lauder
Detroit, MI 48227
836-7827
(Madonna College Gerontology Ass'n)

Ms. Marjorie Frazier, Supervisor
Community on Aging - Inkster
2000 Inkster Road
Inkster, MI 48141
274-9015

Miss Marjorie E. Gaunt, R.N., Director
Nursing and Health Programs
American National Red Cross
Southeastern Michigan Chapter
100 Mack Avenue
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Detroit, MI 48232
833-4440, Ext. 261

Mr. Charles A. Gutowski, Administrator
Middlebelt Nursing Center, Inc.
14900 Middlebelt Road
Livonia, MI 48154
425-4200

Mr. John Keeler, Supervisor
Older Adult Unit
Catholic Social Services of Oakland
County
1424 E. 11 Mile Road
Royal Oak, MI 48067
548-4044

MADONNA COLLEGE GERONTOLOGY ADVISORY COMMITTEE

Father Clement Kern
St. John's Seminary
44011 Five Mile Road
Plymouth, MI 48170
453-6200

Ms. Marie Latuvnik, Supervisor
Wayne County Day Care Center
2345 Merriman Road
Eloise, MI 48132

Mr. Carlos Marcillo, Director
Latino Outreach & Community Service Center
130 W. Grand Blvd.
Detroit, MI 48216
961-3751

Dr. Howard McClusky
University of Michigan
1360 School of Education
Corner East and South University Avenues
Ann Arbor, MI 48104
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Mrs. Shirley Palmieri
Activities Director
Arnold Home
18520 W. Seven Mile Rd.
Detroit, MI 48219
531-4001

Ms. Alice Raftary, Supervisor
Greater Detroit Society for the Blind
16625 Grand River
Detroit, MI 48227
272-3900

Ms. Genevieve Rakocy
Director, RSVP Program
Catholic Social Services of Wayne Co.
9851 Hamilton Avenue
Detroit, MI 48202
883-2100, Ext. 227

Ms. Kathie Reynolds
Case Manager of Geriatric Community Living Facilities
Washtenaw County Community Mental Health Ct.
1952 S. Industrial
Ann Arbor, MI 48104
944-2060

Ms. Faye Ross,
Senior Citizens & Veterans Advisor
Township of Redford
12121 Hemingway
Redford, MI 48239
534-6624

Mr. Lester Schweitzer
Member State Board
Citizens for Better Care
10401 Oak Park Blvd.
Oak Park, MI 48237
547-0727

Mr. Mike Simowski, Planner
Area Agency on Aging
Book Building
1249 Washington Blvd.
Detroit, MI 48226
961-6680

Ms. Suzanne Szczepanski-White
AAA 1-B Title IV Coorinator
Area Agency on Aging
29508 Southfield Road - Suite 100
Southfield, MI 48076
569-0333

Mrs. Celesta Taylor
14256 Woodmont
Detroit, MI 48227
272-5598

Ms. Barbara Bach
Therapist, Outreach for Older Adults
Southwest Detroit Community Health Services
1700 Waterman
Detroit, MI 48109
841-8743

Ms. Lillian Van Diver
Detroit-Wayne County Community Mental Health Board
10th Floor - Book Building
Washington Blvd.
Detroit, MI 48226
224-2751

Mrs. Mildred Wieland
Commission on Aging - City of Livonia
Brashear Towers
17841 N. Laural Park Dr.
Livonia, MI 48152

MADONNA COLLEGE GERONTOLOGY ADVISORY COMMITTEE

Mr. & Mrs. James Williams (Wilzetta)
26825 Lehigh St.
Inkster, MI 48141
278-6321

Ms. Fran Yoakam, Director
City of Northville
Housing Commission
401 High St.
Northville, MI 48167
349-8030

Aging and Mental Health Student - Group A

Mr. Michael L. Johnson
Medical Sales
Pennwalt Pharmaceutical Division
27695 Somerset
Inkster, MI 48141
565-0898

Aging and Mental Health Student - Group

Mrs. Roberta Schrock
Owner Administrator
Roberta's Adult Foster Care
7761 Tuttle Hill
Ypsilanti, MI 48197
482-6170

Activity Therapy in Gerontology Student Group A

Ms. Mary Wilson
Activity Director
Alexander Convalescent Home
718 W. Fourth Street
Royal Oak, MI 48067
545-0571

Activity Therapy in Gerontology Student Group B

Ms. Iris Margoes
Activity Director
Northwest Care Center
16181 Hubbell
Detroit, MI 48235
273-8764

+++Membership includes representatives from minority communities, Black, Latino, Arab, deaf, and blind.

MADONNA COLLEGE PERSONNEL

Sister Mary Francilene
President, Ex Officio

Sister Mary Joela
Administrative Assistant to the President

Sister Rose Marie
Academic Dean

Kathleen A. Needham
Chairperson, Department of Gerontology

Sister Mary Humilitas
Faculty, Nursing Department

Dr. Author W. Meek, Director (MAPP)
Madonna Academic Performance Program

Mr. Ken Rust, Chairperson
Sign Language Studies

Ms. Patricia Harmon
Dr. Marianne S. Glazek
Ms. Karen Ross
Faculty
Gerontology Department

Madonna College
Livonia, Michigan
SPECIAL TRAINING PROGRAM
FOR COMMUNITY PERSONS

APPENDIX III & IV, a

TASK ANALYSIS
AGING AND MENTAL HEALTH PROGRAM
FIELD SUPERVISION

ACTIVITY COMPONENTS	TIME REQUIRED PER COMPONENT	TOTAL TIME
DEVELOPMENT OF PLACEMENTS		
. Identify agencies based on either student interest and/or anticipated number needed.	Total of all activities will require approximately 3 hrs.	3 hrs. per agency per student
. Make call to determine if agency willing to participate; set up appointment with agency (Preferably with Director)	Even if an agency has been used before, must review annually as there is often staff turn-over or changes in priorities	
. At interview orient agency regarding: - Madonna College goals, objectives, activities - Give D Form for information		
. Review agency for services and setting		
. Identify on-site supervisor	Travel time included	
. Meet with on-site supervisor and obtain information as to specific experiences available to students		
. Establish tentative agreement		

TASK ANALYSIS
AGING AND MENTAL HEALTH PROGRAM
FIELD SUPERVISION

ACTIVITY COMPONENTS	TIME REQUIRED PER COMPONENT	TOTAL TIME
LIAISON CONTACT		
. Verify conditions of field placement	May be done by phone Since might take several attempts estimated time is 30 minutes	30 minutes per agency per student
. Identify students who will interview for internship		
. File surveys and information in cumulative notebook		
FIRST CONTACT		
. Set up appointment	Total of all activities will take approximately 3 hrs.	3 hrs. per student, per agency
. Meet with student and supervisor to establish exact responsibilities - Review process - Determine competencies to be achieved by student - Determine agency responsibilities - Determine student responsibilities - Discuss criteria for professional conduct - Discuss procedure to be followed in case of problems - Give D-6 Forms to supervisor - Written report of contact, noting concerns, additional work needed	Includes travel time	If more than one student in agency add 30 minutes for each additional student

Madonna College
Livonia, Michigan
SPECIAL TRAINING PROGRAM
FOR COMMUNITY PERSONS

TASK ANALYSIS
AGING AND MENTAL HEALTH PROGRAM
FIELD SUPERVISION

ACTIVITY COMPONENTS	TIME REQUIRED PER COMPONENT	TOTAL TIME
SECOND CONTACT	Total of all activities will take approximately 3 hrs.	3 hours per student per agency
. Set up appointment with student		If more than one student per agency add 30 minutes for each additional student
. Meet with student and observe functioning: - Make suggestions - Discuss changes		
PROFESSIONAL APPRAISAL		
. Written report of student progress	15 minutes, each contact	30 minutes per student
. Make telephone contact with agency as needed - Recommend changes as necessary	one-half hour	one-half hour per student more if necessary
PROFESSIONAL ASSESSMENT		
. Initial interview with student to establish placement interests and needs	Two scheduled interviews established at 1 hour total	1 hour per student
. Confirm placement	Telephone call or discussion before or after class	15 minutes per student

Madonna College
Livonia, Michigan
SPECIAL TRAINING PROGRAM
FOR COMMUNITY PERSONS

TASK ANALYSIS
AGING AND MENTAL HEALTH PROGRAM
FIELD SUPERVISION

ACTIVITY COMPONENTS	TIME REQUIRED PER COMPONENT	TOTAL TIME
PROFESSIONAL ASSESSMENT CONTINUED		
. Distribute D-2 Forms		
. On-going interviews to discuss and assess placement	Before and after class or by telephone	15-20 minutes per student if necessary
. Termination interview to discuss professional appraisal, further professional development plans and suggestion for job possibilities	During office hours or before class, determine by need	30 minutes - 1 hr per student
. Distribute D-3 and D-4 Forms for evaluation of agency and seminar	30 minutes	30 minutes per student
. Write comments and recommendations	15 minutes	15 minutes per student.
SEMINAR CLASS		
. Preparation for each of 8 sessions	Determined at 2 hrs. preparation time for each 2 hours in class for 8 weeks	32 hours per semester
. Conducting sessions	Determined at 2 hrs. in class for 8 weeks	

MADONNA COLLEGE, LIVONIA, MICHIGAN

GERONTOLOGY WORKSHOPS

DATE OF WORKSHOP	TITLE	COOPERATING AGENCIES
May 20, 1980	MEDICAL SELF-HELP FOR THE SECOND FIFTY YEARS	Madonna College and Metropolitan Detroit Health Education Council
June 9, 1980	LIFE ENRICHMENT: HUMANITIES PROGRAMS IN NURSING HOMES	Administration on Aging, Title IV-A; Madonna College; Senior Center Humanities Program; National Council on Aging; and Adult Service Centers, Inc.
June 12, 1980	BLINDNESS WORKSHOP	Madonna College and Greater Detroit Society for the Blind
June 21, 1980	WHEN YOUR PARENTS GROW OLD	Madonna College Gerontology Department; LaSed Senior Center; and Southwest Community Mental Health Center
July 9, 1980 OR July 10, 1980	IN-HOME SERVICES: MAINTAINING SUPPORT RELATIONSHIPS	Area Agency on Aging, 1-A Area Agency on Aging, 1-B Older American's Act, Title IV-A, DHHS
September 24, 1980	MANAGING HOUSING FOR THE ELDERLY	Michigan Office of Services to the Aging Michigan State Housing Development Authority

APPENDIX V

MADONNA COLLEGE, LIVONIA, MICHIGAN

GERONTOLOGY WORKSHOPS

DATE OF WORKSHOP	TITLE	COOPERATING AGENCIES
February 5, 1981	CARING FOR THE OLDER ADULT: USE AND MISUSE OF ALCOHOL AND MEDICATIONS	Area Agency on Aging Madonna College
March 24 & June 9, 1981 SITE: Downriver Human Services Ctr., Romulus March 31, & June 16, 81' SITE: Berwyn Center Dearborn Heights	TRAINING FOR NUTRITION SITE MANAGERS	Out-Wayne County Area Agency on Aging, 1-C
March 27 or 28, 1981 SITE: Detroit	BLINDNESS WORKSHOP	Detroit Greater Society for the Blind
April 21, 1981 OR May 12, 1981	TRAINING: IN-HOME SERVICES: MAINTAINING SUPPORT RELATIONSHIPS	Out-Wayne County Area Agency on Aging 1-C
April 28, 1981 May 27, 1981 June 3, 1981 May 7, 1981 SITE: Delta College University Center, MI June 4, 1981 SITE: Nazareth College, Nazareth, Michigan	TRAINING: BASIC MANAGEMENT TECHNIQUES	Michigan Office of Services to the Aging

MADONNA COLLEGE, LIVONIA, MICHIGAN

GERONTOLOGY WORKSHOPS

DATE OF WORKSHOP	TITLE	COOPERATING AGENCIES
May 21 & 22, 1981	IS AGING WORTH IT? NEW MILESTONES ON CONFUSION AND THE OLDER ADULT	Southeastern Michigan Area Agency on Aging 1-B; Out-Wayne County Area Agency on Aging 1-C; and Madonna College
October 24, 1982	COMMUNICATIONS FAIR	Madonna College Area Agency on Aging 1-B
March 19, 1982	ADDRESSING THE NEEDS OF SENIOR CITIZENS	Madonna College Southeast Council of Governments
June 3 & 4, 1982	CONFUSION: THE CAREGIVERS URGENT NEEDS	Madonna College Area Agency on Aging 1-B Area Agency on Aging 1-C
June 24, 1982	ECONOMICS OF AGING	Madonna College Area Agency on Aging 1-B Area Agency on Aging 1-C
June 29, July 20 & August 10, 1982	CARE PROVIDERS TRAINING: AGING ASPECTS AND MANAGEMENT SKILLS	Madonna College Area Agency on Aging 1-C
September 16, 1982	ECONOMICAL SURVIVAL IN AGING	Madonna College Area Agency on Aging 1-B Area Agency on Aging 1-C
September 24, 1982	ETHICAL ISSUES AND THE ELDERLY IN THE 1980'S	Madonna College Area Agency on Aging 1-C

MADONNA COLLEGE, LIVONIA, MICHIGAN

GERONTOLOGY WORKSHOPS

DATE OF WORKSHOP	TITLE	COOPERATING AGENCIES
September 19, 1982	EFFECTIVE DELEGATION	Madonna College Area Agency on Aging 1-B
September 29, 1982	TIME MANAGEMENT & PRODUCTIVITY	Madonna College Area Agency on Aging 1-C
April 19, 1983	SHARED HOUSING FOR OLDER ADULTS: INTO THE 1980'S	Madonna College United Community Services
June 24, 1983	VALIDATION THERAPY: UNDERSTANDING AND ASSISTING THE DISORIENTED OLDER PERSON	Madonna College

Madonna College
Livonia, Michigan

Special Training Program
for Community Persons

EXHIBIT VI

GERONTOLOGY TODAY

Lectureship Series for Fall, 1979:

Speakers	Topics
Andrew Achenbaum, Ph.D.	IMAGES OF AGING IN HISTORICAL PERSPECTIVE
Sanford Finkel, M.D.	GERIATRIC COMMUNITY HEALTH
Thomas Hickey, Ph.D.	HEALTH ISSUES IN AGING
Mildred Seltzer, Ph.D.	THE STATE OF SOCIAL GERONTOLOGY TODAY
Cyril Svoboda, Ph.D.	COGNITIVE PROCESSES
Susan Taylor, Ph.D.	MINORITY AGING

Lectureship Series for Spring, 1980:

Dolores Davis-Wong, Ph.D.	THE BLACK AGED AND THE NATIONAL CENTER ON BLACK AGED
Ted Koff, Ed.D.	HOSPICE: A CARING COMMUNITY
Harold R. Moody, Ph.D.	HUMANISTIC APPROACH TO THE STUDY OF AGING
Leon Pastalan, Ph.D.	ENVIRONMENTAL & HOUSING CONCERNS OF THE ELDERLY
Lillian Troll, Ph.D.	THE FAMILY: MULTI-GENERATION SUPPORTS

Lectureship Series for Fall, 1980:

Robert Atchley, Ph.D.	AGING - THE EMERGING QUEST FOR CONTINUITY
Msgr. Charles Fahey, Ph.D.	THE FAMILY AS A UNIQUE SUPPORT SYSTEM
Harold Johnson, MSW	EFFECTS OF AMERICAN VALUES ON THE ELDERLY
Eva Kahana, Ph.D.	ADAPTING TO ENVIRONMENTAL CHANGE - THE ADVENTUROUS AGED
Paul Kim, DSW	SERVICE NETWORK IN THE FIELD OF AGING
Fernando Torres-Gil, Ph.D.	SOCIAL POLICY - ISSUES IN AGING

Lectureship Series for Fall, 1981:

Leon Harper, MA	THE 1980's AND AGING: THE EMERGING QUEST
Raymond Hull, Ph.D.	HEARING LOSS IN OLDER ADULTS
Cary S. Kart, Ph.D.	THOUGHTS & CASE STUDIES ON SOME COURTS' APPROACHES TO SENILITY
Rabbi Albert Lewis, DHL	AGING: A LIFE-SPAN PERSPECTIVE & A GENESIS FOR MINISTERING TO OLDER PEOPLE
Howard McClusky, Ph.D.	THEORY OF MARGIN: IMPLICATIONS FOR THE WORK WORLD, ADULT LEARNING AND THE 21ST CENTURY

Lectureship Series for Fall, 1982:

Richard Adelman, Ph.D.	IN PURSUIT OF THE FOUNTAIN OF YOUTH
Robert Binstock, Ph.D.	THE FUTURE OF PUBLIC POLICY IN AGING
Ewald W. Busse, MD	THE EFFECT OF AGING ON HEALTH, BEHAVIOR, & ADJUSTMENT
Patricia Fauser, Ph.D.	ETHICAL ISSUES FOR THE ELDERLY IN A TECHNICAL SOCIETY
Ruth Glick, Ph.D.	ASSESSING THE QUALITY OF LIFE

MADONNA COLLEGE
36600 Schoolcraft Road
Livonia, Michigan 48150

APPENDIX VII,a

SPECIAL TRAINING PROGRAM FOR COMMUNITY PERSONS - NATIONAL INSTITUTE OF MENTAL HEALTH

Grant Number 1 T41 MH 16125-03 PPD

(Please type or print carefully and sign)

1. PERSONAL INFORMATION

Name ______________________________ Phone __________
Last First Middle

Address ______________________________________
Street City County Zip

Date of Birth ____________ Religious Affiliation(Optional) __________

Social Security No. ____________ Race/Nationality (Optional) __________

Married ( ) Single ( ) Widowed ( ) Divorced ( ) Separated ( )

Number of Children ________ Dependents ______ U.S. Citizen: Yes ( ) No ( )

2. REFERENCES: List the names of two persons, not related to you, whom you have known for at least one year.

NAME	ADDRESS	BUSINESS	YEARS ACQUAINTED

Person to be notified in case of accident or emergency:

____
Name (Relationship) Phone No.

____
Address Street City State Zip

3. RECORD OF EDUCATION

School	Name of Last School Attended	Years attended	Degree/Diploma
High			
College			
Other (Specify)			

Intended degree at Madonna College: Certificate in Aging and Mental Health ( )
Associate ( ) Bachelor ( )

4. Are you employed? Yes_____ No_____ If yes, please complete the following:

Place of employment____

Address ____
Street City State Zip

Phone No.____________________ Number of years with employer__________

Position____

Other Specialized Training____

PURPOSE IN APPLYING FOR ADMISSION TO THIS PROJECT:

GOALS: LONG-RANGE:____

____

____

GOALS: SHORT-RANGE:____

____

____

YEAR I.

GRANT AWARD - $25.00 per semester hour x 20 hours (Total $500). The student will successfully complete 20 s.h. in Gerontology and Mental Health during the academic year 1981-82.

YEAR II

$25.00 per semester hour x 10 hours (Total $250.00). The student will successfully complete 10 s.h. in Gerontology and Mental Health during the academic year, 1982-83.

The above student is enrolled in a program of studies that prepares him or her to assume responsibilities that will benefit the lives of older persons, particularly older members of minority groups. Upon successful completion of this program of studies the participant will receive a Certificate in Aging and Mental Health.

____________________________ Student____________________________
Project Director

____
Date

* Completing course with a passing grade.

MADONNA COLLEGE
36600 Schoolcraft Road
Livonia, Michigan 48150

APPENDIX VII, b

APPLICATION FOR TRAINEE STIPEND FOR: SPECIAL TRAINING PROGRAM FOR COMMUNITY PERSONS
NATIONAL INSTITUTE OF MENTAL HEALTH
GRANT NUMBER 5 T41 MH 16125-03 PPD

NAME:______________________________ PHONE NO.______________

ADDRESS______________________________ SOCIAL SECURITY NO.______________
NUMBER STREET

______________________________ STUDENT STATUS: FR.____ SOPH.____
CITY STATE ZIP JR.____ SR.____

WORKING TOWARD: CERTIFICATE IN AGING AND MENTAL HEALTH_____ ASSOCIATE DEGREE________
BACHELOR DEGREE________
(You may check more than one: your immediate and remote goals.)

TERMS OF GRANT:

1. The applicant must have applied for and been accepted to the program.
2. The applicant must provide evidence of long-range and short-range commitment to the field of Gerontology and Mental Health.
3. The student must successfully complete the planned program of studies in Gerontology and Mental Health during the academic year,
4. Under the provisions of a National Institute of Mental Health Grant the applicant will receive the following award:

YEAR I: $25.00 per semester hour X 20 hours ($500.00)

YEAR II: $25.00 per semester hour X 10 hours ($250.00)

***(N.B. Madonna College tuition rate is per semester hour. The trainee stipend is a partial scholarship).

6. A student withdrawing from the Special Training Program for Community Persons - Nationa Institute of Mental Health Program must inform the College registrar's office IN WRITIN and pay withdrawal fees according to current College policy.

PROMISSORY NOTE:

I fully understand and accept the terms of this trainee stipend award.

SIGNATURE______________________________ DATE______________________

DEPARTMENTAL ENDORSEMENT

I hereby certify that the student named in this application has been accepted to the Specia Training Program for Community Persons - National Institute of Mental Health Program, Paraprofessional Manpower Development Branch.

SIGNATURE______________________________ DATE______________________
Project Director

REGISTRAR'S ENDORSEMENT

I hereby certify that the student named in this application is enrolled in the Special Training Program for Community Persons - National Institute of Mental Health Program.

SIGNATURE________________________________ DATE____________________
Sister M. Angelis, Registrar

FINANCIAL AID DIRECTOR'S ENDORSEMENT

I hereby certify that the student named in this application has been granted a trainee stipe award in the amount indicated below.

Term

The above student has registered for the following courses

TRAINEE STIPEND AWARD

$25.00 X________________ s.h. = $

TRAINEE STIPEND AWARD TERM $________________ Voucher No.________________

STUDENT
DATA
FORM
A

GERONTOLOGY

MADONNA COLLEGE
36600 Schoolcraft Road
Livonia, Michigan 48150

APPENDIX VIII

Gerontology Department: 591-5089

DEMOGRAPHIC SURVEY

For each item enter the requested information or put an X in the most appropriate space provided. Your assistance will help us evaluate the "Aging and Mental Health" Certificate Program. All information will remain confidential. Thank you in advance for your cooperation.

MAJOR(S) ____________________

GENERAL INFORMATION

1. Birth: ______________________________
Month Year

2. Sex: ( ) Male ( ) Female

3. Date of Program Entry: ______________________________
Month Year

4. Race or Ethnic Background (Check the one that best applies).
( ) 1. Black ( ) 3. Hispanic
( ) 2. White ( ) 4. Other ____________________

5. Marital Status (When you entered the program).
( ) 1. Single ( ) 2. Married

6. Did you have children at home (When you entered the program)?
( ) 1. Yes ( ) 2. No If yes, list ages ______________________________.

7. What is the highest level of formal education achieved by your parents, and if married, by your spouse? (Check one in each column)

	Mother	Father	Spouse
1. Less than high school graduate	( )	( )	( )
2. High school diploma (or equivalent)	( )	( )	( )
3. Two year certificate or diploma beyond high school	( )	( )	( )
4. Some college	( )	( )	( )
5. Bachelors degree	( )	( )	( )
6. Masters degree	( )	( )	( )
7. Doctorate	( )	( )	( )
8. Vocational/Technical Training	( )	( )	( )

8. At the time of your enrollment in the "Aging and Mental Health" Certificate Program, what was the approximate distance from your place of residence to the college? (check one)
( ) 1. Lived on campus ( ) 3. 10 to 29 miles ( ) 5. 50 to 99 miles
( ) 2. Less than 10 miles ( ) 4. 30 to 49 miles ( ) 6. 100 or more miles.

(OVER)

PROGRAM FEATURES

9. Prior to enrolling in this program, what characteristics were you seeking in a degree program? (Check one for each characteristic)

	Very Important	Somewhat Important	Not Important
a. Transferability of previous college course work.	( )	( )	( )
b. Credit for prior non-academic experience.	( )	( )	( )
c. Credit for previous military and non-collegiate courses.	( )	( )	( )
d. Credit for Standardized (CLEP) and proficiency tests.	( )	( )	( )
e. Ability to maintain a regular work schedule.	( )	( )	( )
f. Low cost.	( )	( )	( )
g. Freedom to design own academic program.	( )	( )	( )
h. Credit for sponsored experiential learning (field experiences, co-operative education).	( )	( )	( )
i. Short time required to complete degree.	( )	( )	( )
j. Association with students of my own age.	( )	( )	( )

10. How important were each of the following goals to you at the time you entered the program?

	Very Important	Somewhat Important	Not Important
a. To become aware of Christian moral principles and their practical application to personal, familial and societal living.	( )	( )	( )
b. To support a Judeo-Christian interpretation in all fields of learning by acquiring a sympathetic understanding of religions.	( )	( )	( )
c. To have an active concern for the human dignity and welfare of each person.	( )	( )	( )
d. To participate as an active member in one's community.	( )	( )	( )
e. To possess a spirit of inquiry to motivate one to continue to learn.	( )	( )	( )
f. To communicate clearly and effectively in action as well as words.	( )	( )	( )
g. To prepare in one or more disciplines to continue to undertake further graduate work or to fill a productive and rewarding career.	( )	( )	( )
h. To understand the artistic and aesthetic dimensions of culture and environment.	( )	( )	( )
i. To become familiar with the increasing and relentless impact of science and technology on the total human enterprise.	( )	( )	( )
j. To prepare for meaningful roles in the contemporary world by a study of the past and present and a contemplation of the future.	( )	( )	( )

11. Of all the ways you may benefit from obtaining this degree, which one do you feel is the most important? (Please rank order. Example: "A" indicates most important.)
    1. ( ) The satisfaction of having the degree.
    2. ( ) Increased job opportunities due to having the degree as a credential.
    3. ( ) Having the degree as a "stepping stone" to further education or training.
    4. ( ) Being more skilled in performing my work.
    5. ( ) The enjoyment and experience of learning.
    6. ( ) Other (Please give details) ______________________________
    ____
    7. ( ) I feel I will not benefit from this program.

12. How much do you expect to learn from the "Aging and Mental Health" Certificate Program?
    1. ( ) very little; 2. ( ) a moderate amount; 3. ( ) very much.

13. What obstacles prevented your completing a degree earlier? (Check all items which apply.)
    a. ( ) Demanding family responsibilities.
    b. ( ) I didn't really know what I wanted.
    c. ( ) Inadequate academic preparation.
    d. ( ) Military service.
    e. ( ) Financial reasons.
    f. ( ) My job was too demanding.
    g. ( ) I didn't think I needed a college degree.
    h. ( ) Changed residence frequently.
    i. ( ) Other (Please describe)________________
    ______________________________________.

14. Following is a list of ways the college may assist students. To what degree are each meeting your needs: (Check one for each program feature.)

		Fully	Some	Not At All	Was Not A Need
a.	Availability of academic counseling.	( )	( )	( )	( )
b.	Availability of personal counseling.	( )	( )	( )	( )
c.	Availability of vocational counseling.	( )	( )	( )	( )
d.	Availability of financial assistance.	( )	( )	( )	( )
e.	Availability of library resources.	( )	( )	( )	( )
f.	Availability of placement services (help to get a job).	( )	( )	( )	( )
g.	Availability of faculty.	( )	( )	( )	( )
h.	Availability of program staff.	( )	( )	( )	( )
i.	Orientation program.	( )	( )	( )	( )
j.	Communication with program (newsletter, letters, via phone).	( )	( )	( )	( )
k.	Ease in enrolling and registering.	( )	( )	( )	( )
l.	Convenient locations for classes, seminars.	( )	( )	( )	( )
m.	Flexibility in curriculum.	( )	( )	( )	( )
n.	Flexible scheduling of classes and other learning experiences.	( )	( )	( )	( )

(OVER)

14. (Continued)

	Fully	Some	Not At All	Was Not A Need
o. Encouragement by program staff and faculty.	( )	( )	( )	( )
p. Assistance in designing own program.	( )	( )	( )	( )
q. Opportunity to interact with other students.	( )	( )	( )	( )
r. Access to college services at convenient times.	( )	( )	( )	( )

15. Rate yourself on each of the following traits when compared with the average person of your age. We are interested in the most accurate estimates of how you perceive yourself.

	Lowest	Below Average	Average	Above Average	Highest
a. Academic ability.	( )	( )	( )	( )	( )
b. Motivation to achieve.	( )	( )	( )	( )	( )
c. Independence.	( )	( )	( )	( )	( )
d. Mathematical ability.	( )	( )	( )	( )	( )
e. Originality.	( )	( )	( )	( )	( )
f. Persistence.	( )	( )	( )	( )	( )
g. Reading ability.	( )	( )	( )	( )	( )
h. Resourcefulness.	( )	( )	( )	( )	( )
i. Writing ability.	( )	( )	( )	( )	( )

16. Listed below are skills which may be used in learning activities and are of concern to some students. Indicate where you think you rate in the development of these skills.

Learning Skills	Where You Think You Rate		
	Below Average	Average	Above Average
a. Ability to formulate questions.	( )	( )	( )
b. Ability to identify the kinds of information required to answer questions.	( )	( )	( )
c. Ability to locate and collect information.	( )	( )	( )
d. Ability to select and use the most efficient means for collecting the information from the appropriate sources.	( )	( )	( )
e. Ability to organize, analyze, and evaluate information.	( )	( )	( )
f. Ability to prepare answers, communicate them to others.	( )	( )	( )

17. In which of the following ways do you learn most about a topic? (Check one)
1. ( ) Listening to an expert present information.
2. ( ) Looking at diagrams and reading about a topic.
3. ( ) Underlining important points or preparing an outline about a topic.
4. ( ) Other ____

18. Employment status (check one). At the time of Program Entry
( ) 1. Full-Time
( ) 2. Part-Time
( ) 3. None

19. Your total family income from all sources before taxes (check one). (Optional)

	At the time of Program Entry
1. $6,000 or less	( )
2. $6,001-$10,000	( )
3. $10,001-$20,000	( )
4. $20,001-$40,000	( )
5. $40,001 and over	

20. If employed, what kind of support is available to you from your employer?

	Yes	No
a. Pays some or all of my fees.	( )	( )
b. Gives moral support.	( )	( )
c. Promises better job prospects.	( )	( )
d. Gives neither financial nor moral support.	( )	( )
e. Does not know of my studies.	( )	( )

21. Below are job related changes that could result from completing your "Aging" and Mental Health" Certificate Program. Please indicate for each item whether you expect the change.

Changes	Expected Yes	Expected No
a. A promotion or increase in pay or benefits.	( )	( )
b. An increase in job responsibilities.	( )	( )
c. An increase in job security.	( )	( )
d. A change to a different job.	( )	( )
e. An increase in status or respect from employer and/or co-workers.	( )	( )

22. Before you entered this "Aging and Mental Health" Certificate Program, how many semester hours of credit (or its equivalent) had you earned?

( ) 1. Fewer than 30 s.h.
( ) 2. 30 to 60 s.h.
( ) 3. 61 to 90 s.h.
( ) 4. 91 to 120 s.h.
( ) 5. More than 120 s.h.

23. What is the highest academic degree you intend to achieve?

	Plan to Complete
1. Associate	( )
2. Bachelor	( )
3. Master	( )
4. Don't know or undecided	( )

24. Please add any comments about prior learning experiences which may have relevance to the "Aging and Mental Health" Certificate Program.

(OVER)

EMPLOYMENT EXPERIENCES

25. Are you presently employed in a wage-earning job?

( ) No
( ) Yes

If yes, do you provide services to the elderly in your job?

( ) No
( ) Yes

26. Are you currently a volunteer in an organization which provides service to the elderly?

( ) Yes
( ) No

27. If you provide services to the elderly through work or volunteering check (✓) below any space in each of the two columns that represents the area (s) of service to the elderly.

AREA OF SERVICE	PRESENT JOB	PRESENT VOLUNTEER WORK
Recreation	( )	( )
Nutrition	( )	( )
Health Care	( )	( )
Housing	( )	( )
Education	( )	( )
Transportation	( )	( )
Mental Health	( )	( )
Social Services	( )	( )
Other (Please Specify)	____________________	____________________
	____________________	____________________

28. If you currently provide services to the elderly, either through work or volunteering, how do you feel about your work with the elderly? Check (✓) one space which represents your feelings.

( ) Very Satisfied
( ) Satisfied
( ) Neither Satisfied nor Dissatisfied
( ) Dissatisfied
( ) Very Dissatisfied

29. What is the exact title at your present job and/or volunteer job?

PRESENT JOB:

____

PRESENT VOLUNTEER WORK:

____

30. Is the agency where you are employed and/or do volunteer work primarily:

( ) Local (city or Township)
( ) County
( ) State
( ) Federal
( ) Private

31. If you currently provide services to the elderly either as an employee and/or volunteer. To what extent are your duties what you expected to be?

( ) My duties are very different from what I expected.
( ) My duties are somewhat different from what I expected.
( ) My duties are slightly different from what I expected.
( ) My duties are just exactly what I expected.

PAST ACTIVITY

This section deals with your past employment and/or past volunteer work.

32. Have you ever had a wage-earning job?

( ) No
( ) Yes - a. Was your job a full time one (40 hours per week)?

( ) Yes
( ) No

b. In your previous job, did you provide service to the elderly?

( ) Yes - Give title of your previous job.

____

( ) No - Give title of your previous job.

____

33. Have you ever worked as a volunteer in an organization which provided service to the elderly?

( ) No
( ) Yes - If Yes, please indicate what you did and where you worked.

____

NAME: _______________

ADDRESS: _______________
Number and Street

____
City State Zip County

PHONE NO.: _______________ DATE: _______________
Home Business

STUDENT
DATA
FORM

A-2

GERONTOLOGY

MADONNA COLLEGE
36600 Schoolcraft Road
Livonia, Michigan 48150

EVALUATION PROJECT

REVISED FOR GROUP C

Gerontology Department: 591-5089

DEMOGRAPHIC SURVEY - POST TEST

For each item enter the requested information or put an X in the most appropriate space provided. Your assistance will help us evaluate the "Aging and Mental Health" Certificate Program. All information will remain confidential. Thank you in advance for your cooperation.

GENERAL INFORMATION

1. (5) Marital Status
   ( ) 1. Single ( ) 2. Married

2. (6) Do you have children at home?
   ( ) 1. Yes ( ) 2. No If yes, list ages____________________

3. (10) How important are each of the following goals to you at the present time?

	Very Important	Somewhat Important	Not Important
a. To become aware of Christian moral principles and their practical application to personal, familial and societal living.	( )	( )	( )
b. To support a Judeo-Christian interpretation in all fields of learning by acquiring a sympathetic understanding of religions.	( )	( )	( )
c. To have an active concern for the human dignity and welfare of each person.	( )	( )	( )
d. To participate as an active member in one's community.	( )	( )	( )
e. To possess a spirit of inquiry to motivate one to continue to learn.	( )	( )	( )
f. To communicate clearly and effectively in action as well as words.	( )	( )	( )
g. To prepare in one or more disciplines to continue to undertake further graduate work or to fill a productive and rewarding career.	( )	( )	( )
h. To understand the artistic and aesthetic dimensions of culture and environment.	( )	( )	( )
i. To become familiar with the increasing and relentless impact of science and technology on the total human enterprise.	( )	( )	( )
j. To prepare for meaningful roles in the contemporary world by a study of the past and present and a contemplation of the future.	( )	( )	( )

4. (11) Of all the ways you may benefit from obtaining this degree, which one do you feel is the most important? (Please rank order. Example: "A" indicates most important.)

   a. ( ) The satisfaction of having the degree.
   b. ( ) Increased job opportunities due to having the degree as a credential.
   c. ( ) Having the degree as a "stepping stone" to further education or training.
   d. ( ) Being more skilled in performing my work.
   e. ( ) The enjoyment and experience of learning.
   f. ( ) Other (Please give details)______________________________
   ____
   g. ( ) I feel I will not benefit from this program.

5. (12) During your participation in the "Aging and Mental Health" Certificate Program, how much have you learned?

   a. ( ) Very little; b. ( ) A moderate amount; c. ( ) Very much.

6. (13) What obstacles hindered you during this program? (Check all items which apply.)

   a. ( ) Demanding family responsibilities.
   b. ( ) I didn't really know what I wanted.
   c. ( ) Inadequate academic preparation.
   d. ( ) Military service.
   e. ( ) Financial reasons.
   f. ( ) My job was too demanding.
   g. ( ) I didn't think I needed a college degree.
   h. ( ) Changed residence.
   i. ( ) Other (Please describe)______________________________
   ____

7. (14) Following is a list of ways the College may assist students. To what degree are each meeting your needs: (Check one for each program feature.)

		Fully	Some	Not At All	Was Not A Need
a.	Availability of academic counseling.	( )	( )	( )	( )
b.	Availability of personal counseling.	( )	( )	( )	( )
c.	Availability of vocational counseling.	( )	( )	( )	( )
d.	Availability of financial assistance.	( )	( )	( )	( )
e.	Availability of library resources.	( )	( )	( )	( )
f.	Availability of placement services (help to get a job).	( )	( )	( )	( )
g.	Availability of faculty.	( )	( )	( )	( )
h.	Availability of program staff.	( )	( )	( )	( )
i.	Orientation program.	( )	( )	( )	( )
j.	Communication with program (newsletter, letters, via phone).	( )	( )	( )	( )
k.	Ease in enrolling and registering.	( )	( )	( )	( )
l.	Convenient locations for classes, seminars	( )	( )	( )	( )
m.	Flexibility in curriculum.	( )	( )	( )	( )
n.	Flexible scheduling of classes and other learning experiences.	( )	( )	( )	( )
o.	Encouragement by program staff and faculty.	( )	( )	( )	( )
p.	Assistance in designing own program.	( )	( )	( )	( )
q.	Opportunity to interact with other students.	( )	( )	( )	( )
r.	Access to college services at convenient times.	( )	( )	( )	( )

8. (15) Rate yourself on each of the following traits when compared with the average person of your age. We are interested in the most accurate estimates of how you perceive yourself.

	Lowest	Below Average	Average	Above Average	Highest
a. Academic ability	( )	( )	( )	( )	( )
b. Motivation to achieve	( )	( )	( )	( )	( )
c. Independence	( )	( )	( )	( )	( )
d. Mathematical ability	( )	( )	( )	( )	( )
e. Originality	( )	( )	( )	( )	( )
f. Persistence	( )	( )	( )	( )	( )
g. Reading ability	( )	( )	( )	( )	( )
h. Resourcefulness	( )	( )	( )	( )	( )
i. Writing ability	( )	( )	( )	( )	( )

9. (16) Listed below are skills which may be used in learning activities and are of concern to some students. Indicate where you think you rate in the development of these skills.

	Where You Think You Rate		
Learning Skills	Below Average	Average	Above Average
a. Ability to formulate questions.	( )	( )	( )
b. Ability to identify the kinds of information required to answer questions.	( )	( )	( )
c. Ability to locate and collect information.	( )	( )	( )
d. Ability to select and use the most efficient means for collecting the information from the appropriate sources.	( )	( )	( )
e. Ability to organize, analyze, and evaluate information.	( )	( )	( )
f. Ability to prepare answers, communicate them to others	( )	( )	( )

10. (17) In which of the following ways do you learn most about a topic. (Check one)

a. ( ) Listening to an expert present information.
b. ( ) Looking at diagrams and reading about a topic.
c. ( ) Underlining important points or preparing an outline about a topic.
d. ( ) Other ____

11. (18) Employment status at the present time. (Check one)

a. ( ) Full-Time
b. ( ) Part-Time
c. ( ) None

12. (19) Your total family income from all sources before taxes at the present time. (Check one) (Optional)

a. ( ) $6,000 or less
b. ( ) $6,001 - $10,000
c. ( ) $10,001 - $20,000
d. ( ) $20,001 - $40,000
e. ( ) $40,001 and over

13. (20) If employed, what kind of support is available to you from your employer?

	Yes	No
a. Pays some or all of my fees.	☐	☐
b. Gives moral support.	☐	☐
c. Promises better job prospects.	☐	☐
d. Gives neither financial nor moral support.	☐	☐
e. Does not know of my studies	☐	☐

14. (21) Below are job-related changes that could have resulted from completing your "Aging and Mental Health" Certificate Program. Please indicate for each item whether you expect the change.

Changes	Expected	
	Yes	No
a. A promotion or increase in pay or benefits.	☐	☐
b. An increase in job responsibilities.	☐	☐
c. An increase in job security.	☐	☐
d. A change to a different job.	☐	☐
e. An increase in status or respect from employer and/or co-workers.	☐	☐

15. (23) What is the highest academic degree you intend to achieve?

	Plan to Complete
a. Associate	☐
b. Bachelor	☐
c. Master	☐
d. Don't know or undecided	☐

16. (24) Please add any comments about prior learning experiences which may have had relevance to the Aging and Mental Health" Certificate Program.

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EMPLOYMENT EXPERIENCES

17. (25) Are you presently employed in a wage-earning job?

☐ No
☐ Yes -

If Yes, do you provide services to the elderly in your job?

☐ Yes
☐ No

18. (26) Are you currently a volunteer in an organization which provides service to the elderly?

( ) Yes
( ) No

19. (27) If you provide service to the elderly through work or volunteering, check (✓) below any space in each of the two columns that represents the area (s) of service to the elderly.

AREA OF SERVICE	PRESENT JOB	PRESENT VOLUNTEER WORK
Recreation	( )	( )
Nutrition	( )	( )
Health Care	( )	( )
Housing	( )	( )
Education	( )	( )
Transportation	( )	( )
Mental Health	( )	( )
Social Services	( )	( )
Other (Please Specify)	____________	____________
	____________	____________

20. (28) If you provide services to the elderly through work or volunteering, how do you feel about your work with the elderly? Check (✓) one space which represents your feelings.

( ) Very Satisfied
( ) Satisfied
( ) Neither Satisfied nor Dissatisfied
( ) Dissatisfied
( ) Very Dissatisfied

21. (29) What is the exact title at your present job and/or volunteer job?

PRESENT JOB

____

PRESENT VOLUNTEER WORK

____

22. (30) Is the agency where you are employed and/or do volunteer work primarily:

( ) Local (City or Township)
( ) County
( ) State
( ) Federal
( ) Private

MADONNA COLLEGE, LIVONIA, MICHIGAN
EVALUATION PROJECT - FORM A-2
AGING AND MENTAL HEALTH CERTIFICATE PROGRAM

23. (31) If you currently provide services to the elderly either as an employer and/or volunteer, to what extent are your duties what you expected them to be?

- ( ) My duties are very different from what I expected.
- ( ) My duties are somewhat different from what I expected.
- ( ) My duties are slightly different from what I expected.
- ( ) My duties are just exactly what I expected.

NAME: ____________________

ADDRESS: ____________________
Number and Street

____
City State Zip County

PHONE NO.: ____________________
Home Business

SOCIAL SECURITY NO.: ____________________

DATE: ____________________

GERONTOLOGY

STUDENT DATA FORM **B**

MADONNA COLLEGE
36600 Schoolcraft Road
Livonia, Michigan 48150

Gerontology Department: 591-5089

QUESTIONNAIRE - AGING AND THE AGED

This questionnaire contains statements about aging and aged people. For each statement, circle either True or False.

True False 1. The majority of old people (past age 65) are senile (i.e. defective memory, disoriented, or demented).

True False 2. All five senses tend to decline in old age.

True False 3. Most old people have no interest in, or capacity for, sexual relations.

True False 4. Lung capacity tends to decline in old age.

True False 5. The majority of old people feel miserable most of the time.

True False 6. Physical strength tends to decline in old age.

True False 7. At least one-tenth of the aged are living in long-stay institutions (i.e. nursing homes, mental hospitals, homes for the aged, etc.).

True False 8. Aged drivers have fewer accidents per person than drivers under age 65.

True False 9. Most older workers cannot work as effectively as younger workers.

True False 10. About 80% of the aged are healthy enough to carry out their normal activities.

True False 11. Most people usually take longer to learn something new.

True False 12. Old people usually take longer to learn something new.

True False 13. It is almost impossible for most old people to learn new things.

True False 14. The reaction time of most old people tends to be slower than reaction time of younger people.

True False 15. In general, most old people are pretty much alike.

True False 16. The majority of old people are seldom bored.

True False 17. The majority of old people are socially isolated and lonely.

True False 18. Older workers have fewer accidents than younger workers.

True False 19. Over 15% of the U.S. population are now age 65 or over.

True False 20. Most medical practitioners tend to give low priority to the aged.

True False 21. The majority of older people have incomes below the poverty level (as defined by the Federal Government).

True False 22. The majority of old people are working or would like to have some kind of work to do (including housework and volunteer work).

True False 23. Older people tend to become more religious as they age.

True False 24. The majority of old people are seldom irritated or angry.

True False 25. The health and socioeconomic status of older people (compared to younger people) in the year 2000 will probably be about the same as now.

True False 26. A person's height tends to decline in old age.

True False 27. More older persons (over 65) have chronic illnesses that limit their activity than younger persons.

True False 28. Older persons have more acute (short-term) illnesses than persons under 65.

True False 29. Older persons have more injuries in the home than persons under 65.

True False 30. Older workers have less absenteeism than younger workers.

True False 31. The life expectancy of Blacks at age 65 is about the same as Whites.

True False 32. The life expectancy of men at age 65 is about the same as women's.

True False 33. Medicare pays over half of the medical expenses for the aged.

True False 34. Social Security benefits automatically increase with inflation.

True False 35. Supplemental Security income guarantees a minimum income for needy aged.

True False 36. The aged do not get their proportionate share (about 11%) of the nation's income.

True False 37. The aged have higher rates of criminal victimization than persons under 65.

True False 38. The aged are more fearful of crime than are persons under 65.

True False 39. The aged are the most law abiding of all adult groups according to official statistics.

True False 40. There are five widows for each widower among the aged.

True False 41. More of the aged vote than any other age group.

True False 42. There are proportionately more older persons in public office than in the total population.

True False 43. The proportion of Blacks among the aged is growing.

True False 44. Participation in voluntary organizations (churches and clubs) tends to decline among the healthy aged.

True False 45. The majority of aged live alone.

True False 46. About 3% more of the aged have incomes below the official poverty level than the rest of the population.

True False 47. The rate of poverty among aged Blacks is about 3 times as high as among aged Whites.

True False 48. Older persons who reduce their activity tend to be happier than those who remain active.

True False 49. When the last child leaves home, the majority of parents have serious problems adjusting to their "empty nest."

True False 50. The proportion widowed is decreasing among the aged.

From: Erdman Palmore, author, "Facts on Aging: A Short Quiz," The Gerontologist, August, 1977, pp. 315-320 and "The Facts on Aging Quiz: Part II", The Gerontologist, August, 1981, pp. 431-432.

NAME: ______________________________

ADDRESS: ______________________________
Number and Street

____
City State Zip

PHONE NO.: ______________________________
Home Business

SOCIAL SECURITY NO.: ______________________________

DATE: ______________________________

GERONTOLOGY

STUDENT DATA FORM **C-1**

MADONNA COLLEGE
36600 Schoolcraft Road
Livonia, Michigan 48150

EVALUATION PROJECT

Gerontology Department: 313/591-5191

COURSE OBJECTIVES/SELF-APPRAISAL

Student's Name:______________________________

Course: GER 107 - INTRODUCTION TO GERONTOLOGY

Date:____________________

Do you see yourself as achieving the following course objectives as a result of taking this class?

P.O. #1	P.O. #2	P.O. #3
The student learns to analyze the similarities/differences displayed by different age cohorts. He/she prepares a three generational interview.	The student becomes aware of cultural differences and their implication in the treatment of the elderly by preparing a paper on the aging process in other cultures.	The student demonstrates his/her ability to relate and interact with the elderly by visiting an older person on a regular basis and recording experiences, feelings, and reactions in a log book.
ACHIEVED:___YES___NO	ACHIEVED:___YES___NO	ACHIEVED:___YES___NO

COMMENTS:

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Thank you for your cooperation.

GERONTOLOGY

STUDENT
DATA
FORM **C-2**

MADONNA COLLEGE
36600 Schoolcraft Road
Livonia, Michigan 48150

Gerontology Department: 313/591-5194

EVALUATION PROJECT

INSTRUCTOR OBJECTIVES/STUDENT APPRAISAL

Course: GER 107 - INTRODUCTION TO GERONTOLOGY

INSTRUCTOR:

	P.O. #1	P.O. #2	P.O. #3	
	The student learns to analyze the similarities/differences displayed by different age cohorts. He/she prepares a three generational interview.	The student becomes aware of cultural differences and their implication in the treatment of the elderly by preparing a paper on the aging process in other cultures.	The student demonstrates his/her ability to relate and interact with the elderly by visiting an older person on a regular basis and recording experiences, feelings, and reactions in a log book.	

Student Name	Achieved		Achieved		Achieved		Comments
	YES	NO	YES	NO	YES	NO	

GERONTOLOGY

STUDENT
DATA
FORM
C-1

MADONNA COLLEGE
36600 Schoolcraft Road
Livonia, Michigan 48150

EVALUATION PROJECT

Gerontology Department: 313/591-5191

COURSE OBJECTIVES/SELF-APPRAISAL

Student's Name: ____________________

Course: GER 207 - INTRODUCTION TO MENTAL HEALTH

Date: ____________________

Do you see yourself as achieving the following course objectives as a result of taking this class?

P.O. #1	P.O. #2
The student will demonstrate his/her understanding of various concepts in the mental health network through responses to weekly quiz-tests and by passing a comprehensive examination.	The student will demonstrate his/her knowledge of the inner and outer forces model of human behavior as it relates to mental health by analyzing his/her own behavior in a short paper.
ACHIEVED: ___YES___NO	ACHIEVED: ___YES___NO

COMMENTS:

Thank you for your cooperation.

STUDENT
DATA
FORM **C-2**

GERONTOLOGY

MADONNA COLLEGE
36600 Schoolcraft Road
Livonia, Michigan 48150

EVALUATION PROJECT

Gerontology Department: 313/591-5194

INSTRUCTOR OBJECTIVES/STUDENT APPRAISAL

Course: GER 207 - INTRODUCTION TO MENTAL HEALTH

INSTRUCTOR:

	P.O. #1 The student will demonstrate his/her understanding of various concepts in the mental health network through responses to weekly quiz-tests and by passing a comprehensive examination.		**P.O. #2** The student will demonstrate his/her knowledge of the inner and outer forces model of human behavior as it relates to mental health by analyzing his/her own behavior in a short paper.		
Student Name	Achieved		Achieved		Comments
	YES	NO	YES	NO	

STUDENT
DATA
FORM
C-

GERONTOLOGY

MADONNA COLLEGE
36600 Schoolcraft Road
Livonia, Michigan 48150

EVALUATION PROJECT

Gerontology Department: 313/591-5096

COURSE OBJECTIVES/SELF-APPRAISAL

Student's Name: ____________________

Course: GER 215 - AGING AND MENTAL HEALTH

Date: ____________________

Do you see yourself as achieving the following course objectives as a result of taking this class?

P.O. #1	P.O. #2	P.O. #3
The student will acquire a theoretical background on the nature and causes of mental health issues in old age. He/she will demonstrate insight and skills developed in differentiating among a variety of functional and organic psychological disorders by taking two comprehensive examinations.	Student will obtain a working knowledge of principles of assessment interventions and evaluations used in the provision of mental health services.	The student will demonstrate his/her acquisition of research background by developing a 15 minute presentation regarding selected mental health issues.
ACHIEVED:____ YES____ NO____	ACHIEVED: YES____ NO____	ACHIEVED: YES____ NO____

COMMENTS:

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Thank you for your cooperation.

DATA
FORM C-2

GERONTOLOGY

MADONNA COLLEGE
36600 Schoolcraft Road
Livonia, Michigan 48150

EVALUATION PROJECT

Gerontology Department: 313/591-5194

INSTRUCTOR OBJECTIVES/STUDENT APPRAISAL

Course: GER 215 - AGING AND MENTAL HEALTH

	P.O. #1 The student will acquire a theoretical background on the nature and causes of problematic functioning in old age. He/she will demonstrate insight and skill developed in differentiating among a variety of functional and organic psychological disorders by taking a comprehensive examination.		**P.O. #2** Student will obtain a working knowledge of principles of assessment interventions and evaluations used in the provision of mental health services.		**P.O. #3** The student will demonstrate his/her acquisition of research background by developing a 15 minute presentation regarding selected mental health issues.		
Student Name	**Achieved**		**Achieved**		**Achieved**		**Comments**
	YES	**NO**	**YES**	**NO**	**YES**	**NO**	

GERONTOLOGY

STUDENT DATA FORM C-1

MADONNA COLLEGE
36600 Schoolcraft Road
Livonia, Michigan 48150

EVALUATION PROJECT

Gerontology Department: 313/591-5194

COURSE OBJECTIVES/SELF-APPRAISAL

Student's Name: ___

Course: GER 219.2 - COMMUNICATION PROBLEMS OF THE OLDER AMERICAN

Date: ___

Do you see yourself as achieving the following course objectives as a result of taking this class?

P.O. #1	P.O. #2	P.O. #3
The student will participate in a workshop given by specialists in communication.	At the end of the workshop, the student will have acquired the following competencies: 1) Understand psychological aspects of deafness. 2) Be able to discuss the different styles of communication used by deaf persons. 3) Recognize the psychological and sociological ramifications of a hearing loss. 4) Recognize symptoms and behaviors associated with hearing loss, aphasia and confusion. 5) Understand the use and misuse of hearing aids. 6) Be able to make appropriate referral for speech and language services.	The student will demonstrate his/her ability to analyze and respond to the specific needs of the deaf older adult or the communication problems of the deafened older adult by writing a 3-4 page paper.
ACHIEVED: ___ YES ___ NO	ACHIEVED: ___ YES ___ NO	ACHIEVED: ___ YES ___ NO

COMMENTS:

Thank you for your cooperation.

GERONTOLOGY

STUDENT
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EVALUATION PROJECT

MADONNA COLLEGE
36600 Schoolcraft Road
Livonia, Michigan 48150

Gerontology Department: 313/591-5194

INSTRUCTOR OBJECTIVES/STUDENT APPRAISAL

Course: GER 219.2 - COMMUNICATION PROBLEMS OF THE OLDER AMERICAN

	P.O. #1 The student will participate in a workshop given by specialists in communication.		**P.O. #2** At the end of the workshop, the student will have acquired the following competencies: 1) Understand psychological aspects of deafness. 2) Be able to discuss the different styles of communication used by deaf persons. 3) Recognize the psychological and sociological ramifications of a hearing loss. 4) Recognize symptoms and behaviors associated with hearing loss, aphasia and confusion. 5) Understand the use and misuse of hearing aids. 6) Be able to make appropriate referral for speech and language services.		**P.O. #3** The student will demonstrate his/her ability to analyze and respond to the specific needs of the deaf older adult or the communication problems of the deafened older adult by writing a 3-4 page paper.		
Student Name	Achieved		Achieved		Achieved		Comments
	YES	NO	YES	NO	YES	NO	

GERONTOLOGY

STUDENT
DATA
FORM C-1

MADONNA COLLEGE
36600 Schoolcraft Road
Livonia, Michigan 48150

EVALUATION PROJECT

Gerontology Department: 313/591-5096

COURSE OBJECTIVES/SELF-APPRAISAL

Student's Name: ____________________

Course: GER 219.3 - FAMILY SUPPORT SYSTEMS

Date: ____________________

Do you see yourself as achieving the following course objectives as a result of taking this class?

P.O. #1	P.O. #2	P.O. #3
The student will participate in a workshop given by professionals in the areas of clinical psychology, guidance, counseling, social work and gerontology.	At the end of the workshop, the student will have acquired the following competencies: 1) Communication skills: self expression and listening skills. 2) Ability to identify neighborhood services and make the necessary referrals. 3) Ability to understand the importance of positive family relationships. 4) Ability to examine the varied concepts of transitional living.	The student will demonstrate his/her ability to analyze a problem by writing a 3-4 page paper on one of the major topics covered during the workshop.
ACHIEVED: ____ YES ____ NO	ACHIEVED: ____ YES ____ NO	ACHIEVED: ____ YES ____ NO

COMMENTS:

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Thank you for your cooperation.

GERONTOLOGY

STUDENT DATA FORM C-2

MADONNA COLLEGE
36600 Schoolcraft Road
Livonia, Michigan 48150

Gerontology Department: 313/591-5194

EVALUATION PROJECT

INSTRUCTOR OBJECTIVES/STUDENT APPRAISAL

Course: GER 219.3 - FAMILY SUPPORT SYSTEMS

	P.O. #1 The student will participate in a workshop given by professionals in the areas of clinical psychology, guidance, counseling, social work and gerontology.		**P.O. #2** At the end of the workshop, the student will have acquired the following competencies: 1) Communication skills: self expression and listening skills. 2) Ability to identify neighborhood services and make the necessary referrals. 3) Ability to understand the importance of positive family relationships. 4) Ability to examine the varied concepts of transitional living.		**P.O. #3** The student will demonstrate his/her ability to analyze a problem by writing a 2-3 page paper on one of the major topics covered during the workshop.		
Student Name	Achieved		Achieved		Achieved		Comments
	YES	NO	YES	NO	YES	NO	

STUDENT
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FORM
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GERONTOLOGY

MADONNA COLLEGE
36600 Schoolcraft Road
Livonia, Michigan 48150

EVALUATION PROJECT

Gerontology Department: 313/591-5194

COURSE OBJECTIVES/SELF-APPRAISAL

Student's Name:______________________________

Course: GER 225 - COMMUNITY RESOURCES

Date:____________________

Do you see yourself as achieving the following course objectives as a result of taking this class?

P.O. #1	P.O. #2	P.O. #3
To demonstrate knowledge about the various community resources that are available to the older adult, the student will develop a comprehensive personal file on community resources, and will pass seven mini-quizzes on the assigned readings with 80% accuracy.	To demonstrate an understanding of how to utilize community resources to benefit older adults, the student will prepare three flow charts showing the procedures to follow in order to tap into the service delivery network, and visit and report on three types of resources available to older adults.	To demonstrate a practical skill in writing a mini-grant proposal in order to secure funds to provide a resource to older adults, the student will write a mini-proposal which includes the major components commonly required in a grant proposal.
ACHIEVED:___YES___NO	ACHIEVED:___YES___NO	ACHIEVED:___YES___NO

COMMENTS:

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Thank you for your cooperation.

GERONTOLOGY

DATA FORM C-2

MADONNA COLLEGE
36600 Schoolcraft Road
Livonia, Michigan 48150

Gerontology Department: 313/591-5194

EVALUATION PROJECT

INSTRUCTOR OBJECTIVES/STUDENT APPRAISAL

Course: GER 225 - COMMUNITY RESOURCES

	P.O. #1 To demonstrate knowledge about the various community resources that are available to the older adult, the student will develop a comprehensive personal file on community resources, and will pass seven mini-quizzes on the assigned readings with 80% accuracy.		**P.O. #2** To demonstrate an understanding of how to utilize community resources to benefit older adults, the student will prepare three flow charts showing the procedures to follow in order to tap into the service delivery network, and visit and report on three types of resources available to older adults.		**P.O. #3** To demonstrate a practical skill in writing a mini-grant proposal in order to secure funds to provide a resource to older adults, the student will write a mini-proposal which includes the major components commonly required in a grant proposal.		
Student Name	Achieved		Achieved		Achieved		Comments
	YES	NO	YES	NO	YES	NO	

GERONTOLOGY

STUDENT DATA FORM **C-1**

EVALUATION PROJECT

MADONNA COLLEGE
36600 Schoolcraft Road
Livonia, Michigan 48150

Gerontology Department: 313/591-5096

COURSE OBJECTIVES/SELF-APPRAISAL

Student's Name: ______________________________

Course: GER 230 - SEMINAR ON AGING

Date: ____________________

Do you see yourself as achieving the following course objectives as a result of taking this class?

The student attends weekend workshops presented by a team of experts active in the field of Gerontology.	The student will do 12 hours of volunteer work at a senior facility and submit a detailed report as to his/her findings.	The student will demonstrate his/her understanding of the specific topics presented at the workshop: 1) By writing 4 papers which utilize the information acquired each weekend at the workshop. 2) By writing a report on one of the books recommended for this course.
ACHIEVED: ___YES ___NO	ACHIEVED: ___YES ___NO	ACHIEVED: ___YES ___NO

COMMENTS:

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Thank you for your cooperation.

STUDENT
DATA
FORM
C-2
EVALUATION PROJECT

GERONTOLOGY

MADONNA COLLEGE
36600 Schoolcraft Road
Livonia, Michigan 48150

Gerontology Department: 313/591-5194

INSTRUCTOR OBJECTIVES/STUDENT APPRAISAL

Course: GER 230 - SEMINAR ON AGING

INSTRUCTOR: MARIANNE S. GLAZEK

	P.O. #1		**P.O. #2**		**P.O. #3**		
	The student attends week-end workshops presented by a team of experts active in the field of Gerontology.		The student will do 12 hours of volunteer work at a senior facility and submit a detailed report as to his/her findings.		The student will demonstrate his/her understanding of the specific topics presented at the workshop: 1) By writing 4 papers which utilize the information acquired each weekend at the workshop. 2) By writing a report on one of the books recommended for this course.		
Student Name	**Achieved**		**Achieved**		**Achieved**		**Comments**
	YES	**NO**	**YES**	**NO**	**YES**	**NO**	

STUDENT DATA FORM C-1

GERONTOLOGY

MADONNA COLLEGE
36600 Schoolcraft Road
Livonia, Michigan 48150

EVALUATION PROJECT

Gerontology Department: 313/591-5191

COURSE OBJECTIVES/SELF-APPRAISAL

Student's Name: ______________________________

Course: GER 242 - NUTRITION FOR THE AGING

Date: ______________________

Do you see yourself as achieving the following course objectives as a result of taking this class?

P.O. #1	P.O. #2	P.O. #3
The student proves his/her knowledge of the major nutrients, their function, source, and their need in the diets of the elderly by planning a nutritionally balanced diet.	The student recognizes body symptoms of nutritional deficiencies and plans food intake to remedy the condition.	The student demonstrates his/her understanding of the importance of weight control and proper eating by interviewing and counseling an individual.
ACHIEVED: ___YES ___NO	ACHIEVED: ___YES ___NO	ACHIEVED: ___YES ___NO

COMMENTS:

Thank you for your cooperation.

GERONTOLOGY

STUDENT DATA FORM C-2

MADONNA COLLEGE
36600 Schoolcraft Road
Livonia, Michigan 48150

EVALUATION PROJECT

Gerontology Department: 313/591-5194

INSTRUCTOR OBJECTIVES/STUDENT APPRAISAL

Course: GER 242 - NUTRITION FOR THE AGING

INSTRUCTOR:

	P.O. #1 The student proves his/her knowledge of the major nutrients, their function, source, and their need in the diets of the elderly by planning a nutritionally balanced diet.		**P.O. #2** The student recognizes body symptoms of nutritional deficiencies and plans food intake to remedy the condition.		**P.O. #3** The student demonstrates his/her understanding of the importance of weight control and proper eating by interviewing and counseling an individual.		
Student Name	Achieved		Achieved		Achieved		Comments
	YES	NO	YES	NO	YES	NO	

GERONTOLOGY

STUDENT DATA FORM **C-1**

MADONNA COLLEGE
36600 Schoolcraft Road
Livonia, Michigan 48150

EVALUATION PROJECT

Gerontology Department: 313/591-5194

COURSE OBJECTIVES/SELF-APPRAISAL

Student's Name: ____________________

Course: GER 252 - PRE-RETIREMENT EDUCATION

Date: ____________________

Do you see yourself as achieving the following course objectives as a result of taking this class?

P.O. #1

The student will select and develop a term project which demonstrates his/her understanding of the components of a good pre-retirement education program.

ACHIEVED: ___YES___NO

P.O. #2

The student will participate in a Financial Empathy Exercise and thus demonstrate his/her understanding of the importance of Financial Planning.

ACHIEVED: ___YES___NO

COMMENTS:

Thank you for your cooperation.

GERONTOLOGY

STUDENT DATA FORM C-2

MADONNA COLLEGE
36600 Schoolcraft Road
Livonia, Michigan 48150

Gerontology Department: 313/591-5194

EVALUATION PROJECT

INSTRUCTOR OBJECTIVES/STUDENT APPRAISAL

Course: GER 252 - PRE-RETIREMENT EDUCATION

	P.O. #1 The student will select and develop a term project which demonstrates his/her understanding of the components of a good pre-retirement education program.		**P.O. #2** The student will participate in a Financial Empathy Exercise and thus demonstrate his/her understanding of the importance of Financial Planning.		
Student Name	Achieved		Achieved		Comments
	YES	NO	YES	NO	

GERONTOLOGY

STUDENT
DATA
FORM
C-

MADONNA COLLEGE
36600 Schoolcraft Road
Livonia, Michigan 48150

EVALUATION PROJECT

Gerontology Department: 313/591-5096

COURSE OBJECTIVES/SELF-APPRAISAL

Student's Name:_______________

Course: GER 307 - PSYCHOLOGY OF AGING

Date:_______________

Do you see yourself as achieving the following course objectives as a result of taking this class?

P.O. #1	P.O. #2	P.O. #3
The student demonstrates that he/she is able to analyze his/her own perceptions, experiences and actions towards aging and the aged by producing one paper and participating in discussions.	The student proves that he/she has an understanding of effective and wholesome interpersonal relationships by analyzing an eco-system.	The student demonstrates his/her ability to deal with personal problems and identify community resources by presenting a case study.
ACHIEVED:___YES___NO	ACHIEVED:___YES___NO	ACHIEVED:___YES___NO

COMMENTS:

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Thank you for your cooperation.

GERONTOLOGY

STUDENT DATA FORM C-2

EVALUATION PROJECT

MADONNA COLLEGE
36600 Schoolcraft Road
Livonia, Michigan 48150

Gerontology Department: 313/591-5194

INSTRUCTOR OBJECTIVES/STUDENT APPRAISAL

Course: GER 307 - PSYCHOLOGY OF AGING

	P.O. #1		P.O. #2		P.O. #3		
	The student demonstrates that he/she is able to analyze his/her own perceptions, experiences and actions towards aging and the aged by producing one paper and participating in discussions.		The student proves that he/she has an understanding of effective and wholesome interpersonal relationships by analyzing an eco-system.		The student demonstrates his/her ability to deal with personal problems and identify community resources by presenting a case study.		
Student Name	Achieved		Achieved		Achieved		Comments
	YES	NO	YES	NO	YES	NO	

GERONTOLOGY

STUDENT DATA FORM **C-1**

EVALUATION PROJECT

MADONNA COLLEGE
36600 Schoolcraft Road
Livonia, Michigan 48150

Gerontology Department: 313/591-5191

COURSE OBJECTIVES/SELF-APPRAISAL

Student's Name: ____________________

Course: GER 314 - EDUCATIONAL GERONTOLOGY

Date: ____________________

Do you see yourself as achieving the following course objectives as a result of taking this class?

P.O. #1	P.O. #2	P.O. #3
The student demonstrates his/her understanding of educational principles as they relate to older adults by preparing a paper in which he/she summarizes and evaluates an existing educational program and suggests methods for its improvement.	The student identifies the psychological and social aspects of adult learning by interviewing three senior adults. The objective is to find out how older people view their school days and what they consider their educational need and interests. Insight thus gained will be summarized in a paper.	The student applies the course material and demonstrates understanding of the present and future educational needs of older adults by: 1) designing an educational program for a Senior Center, Nursing Home, Senior Housing Development, Retirement Center, or any other place where older adults meet; or 2) participating in a special pilot project dealing with the Humanities and Aging.
ACHIEVED: ___YES ___NO	ACHIEVED: ___YES ___NO	ACHIEVED: ___YES ___NO

COMMENTS:

GERONTOLOGY

STUDENT DATA FORM **C-2**

EVALUATION PROJECT

MADONNA COLLEGE
36600 Schoolcraft Road
Livonia, Michigan 48150

Gerontology Department: 313/591-5194

INSTRUCTOR OBJECTIVES/STUDENT APPRAISAL

Course: GER 314 - EDUCATIONAL GERONTOLOGY

INSTRUCTOR:

	P.O. #1	P.O. #2	P.O. #3	
	The student demonstrates his/her understanding of educational principles as they relate to older adults by preparing a paper in which he/she summarizes and evaluates an existing educational program and suggests methods for its improvement.	The student identifies the psychological and social aspects of adult learning by interviewing three senior adults. The objective is to find out how older people view their school days and what they consider their educational needs and interests. Insight thus gained will be summarized in a paper.	The student applies the course material and demonstrates understanding of the present and future educational needs of older adults by: 1) Designing an educational program for a Senior Center, Nursing Home, Senior Housing Development, Retirement Center, or any other place where older adults meet; or 2) Participating in a special pilot project dealing with the Humanities and Aging.	
	ACHIEVED: ___YES ___NO	ACHIEVED: ___YES ___NO	ACHIEVED: ___YES ___NO	

Student Name	Achieved		Achieved		Achieved		Comments
	YES	NO	YES	NO	YES	NO	

GERONTOLOGY

STUDENT DATA FORM **C-1**

EVALUATION PROJECT

MADONNA COLLEGE
36600 Schoolcraft Road
Livonia, Michigan 48150

Gerontology Department: 313/591-5096

COURSE OBJECTIVES/SELF-APPRAISAL

Student's Name: ____________________

Course: GER 315 - PHYSICAL ASPECTS OF AGING

Date: ____________________

Do you see yourself as achieving the following course objectives as a result of taking this class?

P.O. #1	P.O. #2
The student gains knowledge of the basic structure and function of the body systems and the normal and pathological changes that occur in them as a function of the aging process.	The student demonstrates that he/she has an understanding of the relationship of physiological aging to the overall aging process by completing assignments and examinations.
ACHIEVED: ___YES ___NO	ACHIEVED: ___YES ___NO

COMMENTS:

____

____

____

____

____

Thank you for your cooperation

GERONTOLOGY

STUDENT
DATA
FORM C-2

MADONNA COLLEGE
36600 Schoolcraft Road
Livonia, Michigan 48150

Gerontology Department: 313/591-5194

EVALUATION PROJECT

INSTRUCTOR OBJECTIVES/STUDENT APPRAISAL

Course: GER 315 - PHYSICAL ASPECTS OF AGING

INSTRUCTOR:

	P.O. #1 The student gains knowledge of the basic structure and function of the body systems and the normal and pathological changes that occur in them as a function of the aging process.		**P.O. #2** The student demonstrates that he/she has an understanding of the relationship of physiological aging to the overall aging process by completing assignments and examinations.		
Student Name	Achieved		Achieved		Comments
	YES	NO	YES	NO	

GERONTOLOGY

STUDENT DATA FORM **C-1**

MADONNA COLLEGE
36600 Schoolcraft Road
Livonia, Michigan 48150

EVALUATION PROJECT

Gerontology Department: 313/591-5191

COURSE OBJECTIVES/SELF-APPRAISAL

Student's Name: ____________________

Course: PSY 316 - GROUP DYNAMICS AND DISCUSSION TECHNIQUES

Date: ____________________

Do you see yourself as achieving the following course objectives as a result of taking this class?

P.O. #1

The student will become more aware of his/her own ability to establish a helping type relationship to others. He/she will learn more about his/herself through self-awareness, values clarification and by developing appreciation and respect for the cultural and ethnic differences of others. The student will record the thoughts and feelings generated in the class and provide the instructor with feedback.

ACHIEVED:___YES___NO

P.O. #2

The student will become aware of the various types of groups and how they function by participating as a group member in class. He/she will learn of various group leadership styles and modes of interaction by taping discussion interviews and reading books and articles related to group dynamics. He/she will hand in a book summary and several reaction papers.

ACHIEVED:___YES___NO

COMMENTS:

____

____

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____

____

Thank you for your cooperation.

GERONTOLOGY

STUDENT
DATA
FORM
C-2

EVALUATION PROJECT

MADONNA COLLEGE
36600 Schoolcraft Road
Livonia, Michigan 48150

Gerontology Department: 313/591-5194

INSTRUCTOR OBJECTIVES/STUDENT APPRAISAL

Course: PSY 316 - GROUP DYNAMICS AND DISCUSSION TECHNIQUES

INSTRUCTOR:

	P.O. #1 The student will become more aware of his/her own ability to establish a helping type relationship to others. He/she will learn more about his/herself through self-awareness, values clarification and by developing appreciation and respect for the cultural and ethnic differences of others. The student will record the thoughts and feelings generated in the class and provide the instructor with feedback.		**P.O. #2** The student will become aware of the various types of groups and how they function by participating as a group member in class. He/she will learn of various group leadership styles and modes of interaction by taping discussion interviews and reading books and articles related to group dynamics. He/she will hand in a book summmary and several reaction papers.		
Student Name	Achieved		Achieved		Comments
	YES	NO	YES	NO	

GERONTOLOGY

STUDENT
DATA
FORM C-1

EVALUATION PROJECT

MADONNA COLLEGE
36600 Schoolcraft Road
Livonia, Michigan 48150

Gerontology Department: 313/591-5194

COURSE OBJECTIVES/SELF-APPRAISAL

Student's Name:

Course: PSY 342 - ABNORMAL PSYCHOLOGY

Date:

Do you see yourself as achieving the following course objectives as a result of taking this class?

P.O. #1

The student will be able to define and identify classifications of disturbed behavioral patterns and recognize the underlying dynamics. He/she will submit two documented and analytically descriptive reports regarding a group interchange or an observed behavior of an individual.

ACHIEVED: ___ YES ___ NO

P.O. #2

The student will demonstrate his understanding of the implications and importance of early treatment and the role of the mental health team and the mental health facilities in the United States by active participation in classroom discussions and by examinations.

ACHIEVED: ___ YES ___ NO

COMMENTS:

Thank you for your cooperation.

GERONTOLOGY

DATA FORM C-2

EVALUATION PROJECT

MADONNA COLLEGE
36600 Schoolcraft Road
Livonia, Michigan 48150

Gerontology Department: 313/591-5194

INSTRUCTOR OBJECTIVES/STUDENT APPRAISAL

Course: PSY 342 - ABNORMAL PSYCHOLOGY

	P.O. #1 The student will be able to define and identify classifications of disturbed behavioral patterns and recognize the underlying dynamics. He/she will submit two documented and analytically descriptive reports regarding a group interchange or an observed behavior of an individual.		**P.O. #2** The student will demonstrate his understanding of the implications and importance of early treatment and the role of the mental health team and the mental health facilities in the United States by active participation in classroom discussions and by examinations.		
Student Name	Achieved		Achieved		Comments
	YES	NO	YES	NO	

GERONTOLOGY

STUDENT
DATA
FORM

C

MADONNA COLLEGE
36600 Schoolcraft Road
Livonia, Michigan 48150

EVALUATION PROJECT

Gerontology Department: 313/591-5096

COURSE OBJECTIVES/SELF-APPRAISAL

Student's Name: ____________________

Course: GER 415 - SOCIAL GERONTOLOGY

Date: ____________________

Do you see yourself as achieving the following course objectives as a result of taking this class?

The student demonstrates his/her ability to analyze and comprehend social situations by confronting an issue of concern to the elderly and taking a defensible stand in an oral presentation ACHIEVED: ___YES___NO	The student becomes knowledgeable about public policies which effect the elderly and understands the theories on which they are based. He/she will achieve a satisfactory grade on the examinations. ACHIEVED: ___YES___NO	The student will demonstrate that he/she understands issues discussed during the course by writing a 10 page position paper. The position paper will relate to public policy issues. ACHIEVED: ___YES___NO

COMMENTS:

____

____

____

____

____

Thank you for your cooperation.

GERONTOLOGY

DATA FORM C-2

MADONNA COLLEGE
36600 Schoolcraft Road
Livonia, Michigan 48150

Gerontology Department: 313/591-5194

EVALUATION PROJECT

INSTRUCTOR OBJECTIVES/STUDENT APPRAISAL

Course: GER 415 - SOCIAL GERONTOLOGY

	P.O. #1 The student demonstrates his/her ability to analyze and comprehend social situations by confronting an issue of concern to the defensible stand in an oral presentation.		**P.O. #2** The student becomes knowledgeable about public policies which effect the elderly and understands the theories on which they are based. He/she will achieve a satisfactory grade on the examinations.		**P.O. #3** The student will demonstrate that he/she understands issues discussed during the course by writing a 10 page position paper. The position paper will relate to public policy issues.		
tudent Name	Achieved		Achieved		Achieved		Comments
	YES	NO	YES	NO	YES	NO	

GERONTOLOGY

STUDENT
DATA
FORM D-1

EVALUATION PROJECT

MADONNA COLLEGE
36600 Schoolcraft Road
Livonia, Michigan 48150

Gerontology Department: 313/591-5194

GERONTOLOGY FIELD EXPERIENCE

I. Objectives and Scope: The undergraduate field experience consists of limited individual experiences and agency work in local (private and/or public) gerontology settings. The field placement is arranged to assist the student in establishing a working relationship in an agency that will enable her to gain first hand knowledge and understanding of the operational network of services and their contribution to maintenance and enhancement of independent living and social functioning. It is hoped that the student will become fully aware of the impact of social problems and dilemnas with the aged individual, his/her family, the community, and society as a whole. Students will assume responsibility for specific productive tasks in assigned agencies so as to gain an appreciation of the nature of the helping process and identification of the major concepts and principles of community organizations.

II. Co-Responsibilities: In order to assure the most profitable learning experience for the student and provide additional service in the field--the student, the agency, and the college must develop a cooperative working relationship.

A. School Responsibilities:

1. to integrate academic curriculum and field experience,
2. to maintain open communication with agencies as may be required, and
3. to meet with agency supervisor as necessary.

B. Agency Responsibilities:

1. to provide a supervisor and job description for the student:
2. to introduce the student to the agency: philosophy, function, structure;
3. to help the student toward a full understanding of role expectations;
4. to provide such learning experiences that might allow the student to participate and interact in all areas of the enabling process; and
5. to assess and evaluate the student's work.

C. Student Responsibilities:

1. to introduce him/herself to the agency director and supervisor,
2. to carry out the agency expectations,
3. to fulfill 200 clock hours of field work, and
4. to keep all commitments to the agency with promptness, reliability, and responsibility.

III. Time Schedule: Madonna College field experience and seminar carries six (6) credit hours. Four credits have direct bearing on the field experience. The 1980 field placement will have a duration of fifteen (15) weeks or 200 clock hours.

GERONTOLOGY

STUDENT DATA FORM **D-2**

MADONNA COLLEGE
36600 Schoolcraft Road
Livonia, Michigan 48150

Gerontology Department: 313/591-5000

FIELD PLACEMENT

STUDENT: ____
NAME PHONE NUMBER

____
ADDRESS CITY STATE ZIP

COOPERATING AGENCY: ____
NAME

____
ADDRESS STREET

______________ ____
PHONE NUMBER CITY STATE ZIP

SUPERVISOR OF PLACEMENT: ____
NAME

____
TITLE

STUDENT'S TIME COMMITMENT: ______________ FROM ______________ TO ______________
(TO TOTAL 200 CLOCK HOURS) DAY

______________ FROM ______________ TO ______________
DAY

______________ FROM ______________ TO ______________
DAY

STUDENT RESPONSIBILITIES: ____
(BE AS SPECIFIC AS POSSIBLE)

____

____

____

____

____

____

Authorizing Signature:

____
NAME

____
TITLE

____
DATE

Student Signature:

____
NAME

____
DATE

GERONTOLOGY

STUDENT
DATA
FORM **D-3**

EVALUATION PROJECT

GER 476 (6 s.h.)

MADONNA COLLEGE
36600 Schoolcraft Road
Livonia, Michigan 48150

Gerontology Department: 313/591-5194

GERONTOLOGY FIELD PLACEMENTS EXPERIENCES

NAME:____

Site(s) where you have done your field placement:

Placement Site	Number of Hours

During my field experience I had experience(s) in the following areas:

____1. Contact with older adults.

    ____a. On a one-to-one basis
    ____b. In group activities

____2. Participation in project with older adults.

    ____a. As a leader/organizer
    ____b. As a facilitator/observer

____3. Information and Referral.

    ____a. Identifying information on community resources
    ____b. Referring older adults to appropriate agencies

____4. Counseling older adults.

    ____a. Taking personal histories
    ____b. Active listening
    ____c. Identifying goals with client
    ____d. Suggesting course of action

____5. Health screening.

    ____a. Health Education
    ____b. Blood Pressure checks

____6. Nutrition Program.

    ____a. On-Site meals
    ____b. Meals on Wheels

____7. Transportation services.

    ____a. Dial-A-Ride
    ____b. Escort services

____8. Housing management.

    ____a. Orientation
    ____b. Administrative procedures

(OVER)

9. Nursing Home Care.

____a. Personal care
____b. Friendly visiting
____c. Activities program
____d. Administrative procedures
____e. Reality Orientation

10. Advocating for older adults.

____a. Institutional setting
____b. Family relationships
____c. Community organization

11. Teaching older adults.

____a. One-to-one basis
____b. Small class
____c. Group/workshop/activity

12. Contact and interaction with community resources on behalf of older adults.

____a. Social Security/Medicare
____b. SSI/Medicaid
____c. Home Chore Services/Home Repair Services
____d. Food Stamps
____e. Loan Closets
____f. Mental Health Services
____g. Legal Aid
____h. Home Health Care
____i. Other________________________

13. Death and Dying.

____a. Counseling bereaved
____b. Companion to dying person

14. Please list any additional experience you have had.

Evaluation of Placement: ____Excellent ____Satisfactory ____Poor
Comments:

GERONTOLOGY

STUDENT DATA FORM **D-4**

EVALUATION PROJECT

MADONNA COLLEGE
36600 Schoolcraft Road
Livonia, Michigan 48150

Gerontology Department: 313/591-5194

COURSE OBJECTIVES/SELF-APPRAISAL

Student's Name: ______________________________

Course: GER 476 - FIELD EXPERIENCE AND SEMINAR

Date: ______________________

Do you see yourself as achieving the following course objectives as a result of taking this class?

P.O. #1

The student demonstrates his/her ability to apply general gerontological principles and theories by identifying with the client his/her specific needs, by assisting the client to meet those needs and by conducting follow-up inquiries. The student prepares a log to record those experiences.

ACHIEVED: ___YES ___NO

P.O. #2

The student establishes a working relationship with an agency which services the elderly. The agency supervisor and the student evaluate each others performance.

ACHIEVED: ___YES ___NO

COMMENTS:

____

____

____

____

____

Thank you for your cooperation.

GERONTOLOGY

STUDENT
DATA
FORM
D-5

EVALUATION PROJECT

MADONNA COLLEGE
36600 Schoolcraft Road
Livonia, Michigan 48150

Gerontology Department: 313/591-5194

INSTRUCTOR OBJECTIVES/STUDENT APPRAISAL

Course: GER 476 - FIELD EXPERIENCE AND SEMINAR

	P.O. #1 The student demonstrates his/her ability to apply general gerontological principles and theories by identifying with the client his/her specific needs, by assisting the client to meet those needs and by conducting follow-up inquiries. The student prepares a log to record those experiences.		P.O. #2 The student establishes a working relationship with an agency which services the elderly. The agency supervisor and the student evaluate each others performance.		
Student Name	Achieved		Achieved		Comments
	YES	NO	YES	NO	

GERONTOLOGY

STUDENT
DATA
FORM **D-6**

EVALUATION PROJECT

Rating 1-20________

MADONNA COLLEGE
36600 Schoolcraft Road
Livonia, Michigan 48150

Gerontology Department: 313/591-

EVALUATION OF STUDENT IN FIELD PLACEMENT

Student Name:________________________________

Agency:________________ SUPERVISOR:________________

This instrument is designed as a learning tool as well as a measurement of behavior. The supervisor should indicate areas of strength as well as weakness. The rating scale is as follows: E=Excellent, A.A.=Above Average, A=Average, N.I.=Needs Improvement, and N.A.=Not Applicable.

I. The student establishes positive and objective working relationships with clients:

	E.	A.A.	A.	N.I.	N.A.
A. Gathers sufficient facts before assessing a situation....................					
B. Obtains adequate information in interview (does not obtain too little or excessive information)...............					
C. Does not demonstrate over involvement with clients....................					
D. Does not demonstrate too much distance with clients....................					
E. Looks for explanations of behavior rather than makes judgements............					
F. Recognizes own biases and recognizes implications for the client.............					
G. Demonstrates supportive techniques (empathy and reassurance) when appropriate..........................					
H. Differentiates between acceptance of person and non-acceptable behavior.......					
I. Makes appropriate interventions..........					
J. Demonstrates confidentiality............					
K. Demonstrates the ability to identify the clients immediate as well as long-term needs..........................					
L. Outlines specific steps to be taken to meet the clients needs on both the immediate and long-term basis...........					
M. Assists/supports the client in taking the appropriate steps to meet clients needs..............................					
N. Conducts the necessary follow-up inquires to determine that the client's needs were actually met....................					

(OVER)

II. The student demonstrates a readiness for employment in the field of Gerontology.

A. Knowledge of Agency

	E	A.A.	A.	N.I.	AVE.
1. Performs the necessary supportive services to the client in line with agency requirements........................					
2. Demonstrates knowledge of agency's purpose and function (can explain agency's services and eligibility process, etc.)............................					
3. Understands and uses agency policies and procedures. Functions as a responsible representative of the agency..................................					
4. Demonstrates referrals to appropriate agencies.................................					
5. Seeks information about new and "hidden" agencies..........................					
6. Uses the necessary self-discipline to follow the policies and works within the framework of the agency...............					

B. Interpersonal Relations with Co-Workers and Supervisor

1. Works cooperatively with other personnel within the agency................					
2. Utilizes staff resources creatively........					
3. Shares information and resources with co-workers..............................					
4. Works collaboratively and cooperatively with professional persons of other agencies.................................					
5. Remains open to constructive criticism of (both positive and negative) supervisors...............................					
6. Remains open to constructive criticism (both positive and negative) of co-workers..................................					
7. Knows when to check with supervisor (over dependent vs. too independent).......					

MADONNA COLLEGE, LIVONIA, MICHIGAN
EVALUATION PROJECT - FORM D-6
AGING AND MENTAL HEALTH CERTIFICATE PROGRAM

EVALUATION OF STUDENT IN FIELD PLACEMENT

C. Personal and Professional Development

	E	A.A.	A.	N.I.	AVE.
1. Conducts himself/herself in a mature and professional manner..........................					
2. Differentiates priorities in use of time....					
3. Completes reports on time..................					
4. Is reliable and consistent in attendance....					
5. Is punctual for field placement, meetings and appointments...........................					
6. Demonstrates ability to communicate well verbally.................................					
7. Demonstrates ability to communicate clearly and effectively in writing.........					
8. Demonstrates initiative...................					
9. Demonstrates creativity in problem solving.................................					
10. Makes decisions autonomously, based on sound judgements and a thorough review of the facts..............................					
11. Demonstrates ability to evaluate mistakes and improve performance.................					
12. Demonstrates a conscious awareness of weaknesses and strengths................					

In your opinion has this student demonstrated readiness for employment in an agency or in a setting serving the older adult? What are his/her assets? What are some of the limitations at this time?

This report has been discussed with student: ☐ Yes ☐ No

Rated by:______________________________ Title__________________________ Date________

STUDENT
DATA
FORM **E.**

GERONTOLOGY

MADONNA COLLEGE
36600 Schoolcraft Road
Livonia, Michigan 48150

Gerontology Department: 313/591-5096

PROGRAM EVALUATION

1. To what extent do you feel your training in gerontology prepared you for the type of work you are currently engaged in as an employee and/or a volunteer?

_____Very Adequately

_____Adequately

_____Neither Adequately nor Inadequately

_____Inadequately

_____Very Inadequately

_____Not Applicable (Unemployed, not in service to the elderly, not a volunteer).

2. If a friend showed an interest in gerontology training at Madonna College would you:

_____Recommend the program positively

_____Recommend the program with reservation

_____Neither recommend nor condemn the program

_____Will not recommend the program

3. What did you like the most about the gerontology program?

____

____

____

____

4. What did you like the least about the gerontology program?

____

____

____

____

5. Are you presently enrolled in courses at Madonna College with a view toward obtaining a degree?

_____No

_____Yes. If Yes, please check one_____A.S._____B.S.

Rate each of the following Aging and Mental Health courses according to the course value to you in achieving the objectives of the program (only rate the courses you took). Circle the appropriate word.

INTRODUCTION TO GERONTOLOGY

None Some Value Much Value Very Much

INTRODUCTION TO MENTAL HEALTH

None Some Value Much Value Very Much

AGING AND MENTAL HEALTH

None Some Value Much Value Very Much

COMMUNICATION PROBLEMS OF THE OLDER AMERICAN

None Some Value Much Value Very Much

FAMILY SUPPORT SYSTEMS

None Some Value Much Value Very Much

NUTRITION FOR THE AGING

None Some Value Much Value Very Much

PRE-RETIREMENT EDUCATION

None Some Value Much Value Very Much

PSYCHOLOGY OF AGING

None Some Value Much Value Very Much

GROUP DYNAMICS AND DISCUSSION TECHNIQUES

None Some Value Much Value Very Much

ABNORMAL PSYCHOLOGY

None Some Value Much Value Very Much

COMMUNITY RESOURCES

None Some Value Much Value Very Much

MADONNA COLLEGE, LIVONIA, MICHIGAN
EVALUATION PROJECT - FORM E
AGING AND MENTAL HEALTH CERTIFICATE PROGRAM

SEMINAR ON AGING

None Some Value Much Value Very Much

EDUCATIONAL GERONTOLOGY

None Some Value Much Value Very Much

PHYSICAL ASPECTS OF AGING

None Some Value Much Value Very Much

SOCIAL GERONTOLOGY

None Some Value Much Value Very Much

FIELD EXPERIENCE AND SEMINAR

None Some Value Much Value Very Much

NAME:

ADDRESS:
Number and Street

City State Zip County

PHONE NO.:
Home Business

SOCIAL SECURITY NO.:

DATE:

Madonna College
36600 Schoolcraft Rd.
Livonia, Michigan 48150
Phone: 591-5191

APPENDIX IX

ANOTHER SCHOOL FORM. I THOUGHT I WAS THROUGH WITH THOSE!!!
THEY NEVER LEAVE YOU ALONE.

- PLEASE RETURN BY FRIDAY, MARCH 25, 1983

AGING AND MENTAL HEALTH FOLLOW-UP QUESTIONNAIRE

We are nearing the completion of the four year Aging and Mental Health Project, of which you have been an important member. In order for us to evaluate the effectiveness of this program, we need to hear from you one more time. Please take a few moments to complete the following statements. Your time and cooperation are greatly appreciated.

Name:______________________________ Phone:________________

Address:__________________________

1. After joining the Aging and Mental Health program, there was a time during which I had to interrupt my studies.

   ( ) YES Please go on to question #2.
   ( ) NO Please go on to question #3.

2. The following most accurately describe my reasons for interrupting my studies. (Check all that apply.)

   ( ) Demanding family responsibilities
   ( ) Financial reasons
   ( ) Demanding job responsibilities
   ( ) Inadequate academic preparation
   ( ) Decided that the certificate would not help me reach my goals
   ( ) Changed to a different area of study
   ( ) Didn't know what I wanted
   ( ) Moved
   ( ) Military service
   ( ) Other (Please specify) ______________________________

3. I received my certificate in Aging and Mental Health in ________________.
   month/year

4. Since leaving the certificate program, I have furthered, or I plan to further, my education. (Check all that apply.)

I have	( ) continued/increased my reading about the aged.	I plan to	( ) continue/increase my reading about the aged.
	( ) attended lectures/seminars/workshops.		( ) attend lectures/seminars/workshops.
	( ) enrolled in more classes.		( ) plan to enroll in classes.
	( ) completed an Associate degree.		( ) complete an Associate degree.
	( ) completed a Bachelor degree.		( ) complete a Bachelor degree.
	( ) completed a Master degree.		( ) complete a Master degree.
	( ) entered a doctoral program.		( ) enter a doctoral program.

5. I have worked, and/or I am currently working with older adults in a paid and/or volunteer position.

   ☐ YES Please go on to question #6.
   ☐ NO Please go on to question #8.

6. The following would describe my work with older adults. (Check all of the items which apply. Use a "P" to indicate paid work; Use a "V" to indicate volunteer work; Use an "F" to indicate field placement.)

	Before Training	During Training	After Training
Work with older people on a one-to-one basis...	☐	☐	☐
Work with older people in group activities.....	☐	☐	☐
Assume leadership/organizer role..............	☐	☐	☐
Assume facilitator/observer role..............	☐	☐	☐
Provide information/referral service..........	☐	☐	☐
Counsel older adults..........................	☐	☐	☐
Participate in health screenings..............	☐	☐	☐
Provide transportation........................	☐	☐	☐
Provide escort service........................	☐	☐	☐
Advocate for older adult(s)...................	☐	☐	☐
Provide personal care.........................	☐	☐	☐
Provide homemakers services...................	☐	☐	☐
Do friendly visiting..........................	☐	☐	☐
Conduct needs assessments.....................	☐	☐	☐
Provide chore services........................	☐	☐	☐
Organize/conduct educational experiences......	☐	☐	☐
Provide outreach services.....................	☐	☐	☐
Administer projects/programs for senior adults.	☐	☐	☐

7. As a result of my involvement in the Aging and Mental Health training, I have experienced some of the following changes in my work status. (Check all that apply.)

   ☐ I've become employed.
   ☐ The quality of my work has improved.
   ☐ I've experienced an increase in respect from my co-workers.
   ☐ I've experienced an increase in respect from my employer/supervisor.
   ☐ I have increased job security.
   ☐ My responsibilities have changed/increased.
   ☐ I have been given an increase in pay/benefits.
   ☐ I have been promoted.
   ☐ I have changed to a different job.
   ☐ Other (Please specify) ______________________________

8. I am not working with older adults at the present time. The following most accurately describe the reasons. (Check all that apply.)

- ☐ Demanding school work prevents me from doing so at this time.
- ☐ I haven't been able to find a job.
- ☐ I located a job, but it didn't pay enough.
- ☐ I do not want to volunteer my time.
- ☐ I took courses in gerontology primarily to understand my own aging.
- ☐ I took courses in gerontology in order to help my parents.
- ☐ I took courses in gerontology as a "stepping stone" to further education.
- ☐ Other (Please specify) ______________________________

9. In recalling the classes I took during the training project, I would rank the following courses on their helpfulness in my work. Check only those courses which you actually took.

		No Value	Some Value	Much Value	Very Much Value
GER 107	Introduction to Gerontology	☐	☐	☐	☐
GER 207	Introduction to Mental Health	☐	☐	☐	☐
GER 215	Aging and Mental Health	☐	☐	☐	☐
GER 219.2	Communication Problems of the Older American	☐	☐	☐	☐
GER 219.3	Family Support Systems	☐	☐	☐	☐
	Introduction to Blindness	☐	☐	☐	☐
GER 230	Issues in Aging	☐	☐	☐	☐
GER 242	Nutrition for the Aged	☐	☐	☐	☐
or					
GER 252	Pre-Retirement Education	☐	☐	☐	☐
GER 307	Psychology of Aging	☐	☐	☐	☐
GER 314	Educational Gerontology	☐	☐	☐	☐
GER 315	Physical Aspects of Aging	☐	☐	☐	☐
GER 415	Social Gerontology	☐	☐	☐	☐
GER 425	Public Policy and Resources in Aging	☐	☐	☐	☐
GER 476	Field Experience and Seminar	☐	☐	☐	☐
PSY 316	Group Dynamics and Discussion Techniques	☐	☐	☐	☐
or					
PSY 342	Abnormal Psychology	☐	☐	☐	☐

10. The following is a list of responses which might be used in working with older adults. For each of the responses, indicate whether you use it much more, some more, about same, some less, or much less than you used to.

	Much More	Some More	About Same	Some Less	Much Less
Listening to them	☐	☐	☐	☐	☐
Giving advice to them	☐	☐	☐	☐	☐
Providing information to them	☐	☐	☐	☐	☐
Making referrals for them	☐	☐	☐	☐	☐
Advocating for them	☐	☐	☐	☐	☐
Identifying goals/objectives with them	☐	☐	☐	☐	☐
Intervening for them	☐	☐	☐	☐	☐
Revealing some of myself to them	☐	☐	☐	☐	☐
Assuming to know the source of their problems	☐	☐	☐	☐	☐
Using questions to clarify issues	☐	☐	☐	☐	☐

11. The following is a list of changes in personal growth which may have occurred as a result of participating in the Aging and Mental Health project:

	Decreased Very Much	Decreased	Decreased Slightly	Stayed About Same	Increased Slightly	Increased	Increased Very Much
Awareness of my own value system as it related to my behavior has................							
Confidence in myself has.....							
My confidence in working with others has..............							
My ability to communicate effectively has..............							
My ability to understand what others are telling me has....							
My ability to take constructive criticism has...........							
My ability to allow others to help me has...............							
My ability to handle responsibility has..................							
My ability to initiate new ideas or programs has........							
My ability to manage my time has.....................							

ONLY ONE MORE PAGE TO GO...

12. Rate yourself on each of the following traits when compared with the average person of your age. We are interested in the most accurate estimate estimates of how you perceive yourself.

	Lowest	Below Average	Average	Above Average	Highest
Academic ability..................	( )	( )	( )	( )	( )
Motivation to achieve.............	( )	( )	( )	( )	( )
Independence......................	( )	( )	( )	( )	( )
Mathematical ability..............	( )	( )	( )	( )	( )
Originality.......................	( )	( )	( )	( )	( )
Persistence.......................	( )	( )	( )	( )	( )
Reading ability...................	( )	( )	( )	( )	( )
Resourcefulness...................	( )	( )	( )	( )	( )
Writing ability...................	( )	( )	( )	( )	( )

13. Please rate how much the information you learned from the gerontology program helps you in the following areas:

	Very Much	Somewhat	A Little	Not At All
Understanding my own aging..............	( )	( )	( )	( )
Understanding the aging of relatives and friends............................	( )	( )	( )	( )
Understanding people I meet in daily life, work etc..........................	( )	( )	( )	( )

14. The following is a list of skills which might be used in personal relationships and daily living. For each of the items indicate how much you use it now compared to before your participation in the Aging and Mental Health project. Please check one response for each item.

Skills	Much More	Some More	About The Same	Some Less	Much Less
Listening to others.......................	( )	( )	( )	( )	( )
Using questions to make sure I understand what others are telling me.........	( )	( )	( )	( )	( )
Offering information to others............	( )	( )	( )	( )	( )
Assertiveness.............................	( )	( )	( )	( )	( )
Standing up for others....................	( )	( )	( )	( )	( )
Putting my priorities in order............	( )	( )	( )	( )	( )

15. The following is a list of the types of information covered in the Aging and Mental courses. For each item, indicate how much you use this type of information now compared to before your participation in the Aging and Mental Health program.

Information	Much More	Some More	About The Same	Some Less	Much Less
Nutrition information.....................	( )	( )	( )	( )	( )
Medical information.......................	( )	( )	( )	( )	( )
Mental Health information.................	( )	( )	( )	( )	( )
Information on resources in the community..	( )	( )	( )	( )	( )
Information on the political system........	( )	( )	( )	( )	( )
Information on interpersonal relationships	( )	( )	( )	( )	( )